DOCUMENT RESUME

ED 224 617 RC 013 617

TITLE	Serving Rural Learning Disabled Children. Final Report: July 1, 1981 - June 30, 1982.
INSTITUTION	Lake Region Special Education Cooperative, Devils Lake, ND.
SPONS AGENCY	North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE	82
NOTE	163p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Evaluation Methods; Higher Education; *Inservice Teacher Education; *Learning Disabilities; Program Costs; Program Descriptions; Program Evaluation; Questionnaires; *Rural Areas; Rural Education; *Special Education Teachers; State Federal Aid; *Teacher Certification; *Teacher Education Programs; Teacher Selection; Teacher Shortage
IDENTIFIERS	Elementary Secondary Education Act Title IV C; *North Dakota

ABSTRACT

The project was sponsored by the Lake Region Special Education Program, a special education cooperative serving 22 school districts of rural northeastern North Dakota. Funding for the 2-year project came from ESEA Title IV-C, state, and local agencies. The major goals of the project were to train and educate personnel so that at the end of the project, they would fully meet state certification requirements for teaching learning disabled (LD) students and continue in future years to serve children in the Lake Region area. A secondary goal was to provide immediate services for approximately 150 students in the area. This final report, covering July 1, 1981-June 30, 1982, provides details concerning the selection criteria and training of the teachers through university courses and inservice administered by the University of North Dakota. Three approaches used to evaluate the project are described. Forms used in a survey which compared LD teacher training methodology and the third party evaluation report are included. Additionally, the report contains: budget data, job descriptions, financial statements, evaluation worksheets, and other data compiled during the project. (AH)

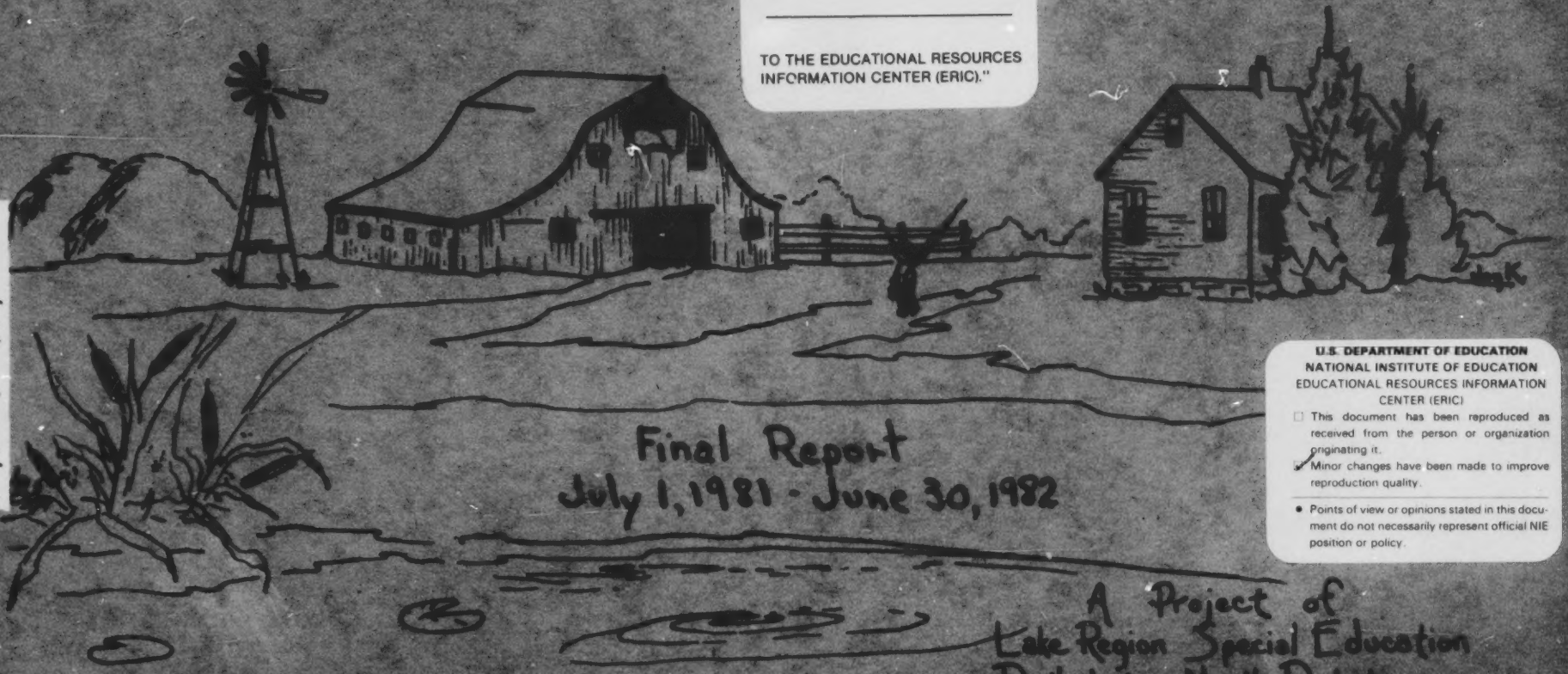
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

rec 16-08-82

ED224617

Serving Rural Learning Disabled Children

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Donald G. Boehmer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



RC 013617

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Final Report
July 1, 1981 - June 30, 1982

A Project of
Lake Region Special Education
Devils Lake, North Dakota

PROJECT ABSTRACT

ABSTRACT PAGE

PROJECT ABSTRACTS ESEA TITLE IV-C	STATE: North Dakota	TOTAL PROJECT PERIOD	1. FROM (Month and year): 7-1-81	TO (Month and year): 6-30-82	2. PROJECT NO.

3. TITLE OF PROJECT
Serving Rural Learning Disabled Children

4. GRANTEE NAME AND ADDRESS
Lake Region Special Educati
Minnie H. Elementary
Devils Lake, ND 58301

5. PARAGRAPH DESCRIPTION *(Indicate critical education need(s) in the State plan which is/are addressed by this project (e.g., reading, special education, early childhood education, guidance and counseling, environmental education. Include the ethnic groups and geographic area, urban, rural, suburban served))*

The Lake Region Special Education Program is a special education cooperative serving 22 school districts of rural northeastern North Dakota. Obtaining quality, certified staff has been a major problem. This has been especially apparent in the field of Learning Disabilities.

6. MAJOR OBJECTIVES

The two major objectives of this project included the following:

1. The recruitment, hiring and training of 13 staff members in the area of specific Learning Disabilities,
2. The screening, evaluation, and instruction of students enrolled in the 22 public and 2 private schools.

7. ACTIVITIES TO ACHIEVE OBJECTIVES

Following the selection and hiring of staff (including two master's level program coordinators), a training program was initiated. The following schedule was used:

1. Summer of 1980 - classes in Devils Lake,
2. 80-81 school term - classes at UND one day per week
3. 80-81 school term - extension classes in Devils Lake
4. Summer 1981 - classes at UND

8. EVALUATION STRATEGY

Three major approaches were used to evaluate the project:

1. Third party evaluation - Gordon Paulson
2. Pre-/Post-test evaluation of students in math and reading
3. A project devised instrument was administered to project trainees and 44 randomly selected SLD teachers working in North Dakota schools. The purpose of this survey was to compare training methodology.

9. EVALUATION FINDINGS

At the time of this report, Mr. Paulson's evaluation has been completed and returned. Student data is being evaluated by an independent evaluator. Two project trainees are writing master's papers on the training data.

10. RESOURCES REQUIRED *(Including staff categories and FTE for each category per academic year)*

The only staff member directly supported by this project was a master's level program coordinator. (FTE 1.0)

FORM T-IVC-1

DEPARTMENT OF PUBLIC INSTRUCTION
Bismarck, North Dakota
ESEA TITLE IV PART C (P.L. 95-561)
STATISTICAL REPORT

Cong. Dist.
STATEWIDE

SECTION I

SUB-SECTION A - GENERAL PROJECT INFORMATION

1. NAME OF SCHOOL DISTRICT: Lake Region Sp. Ed.
Devils Lake, 58301
City Zip
Ramsey -
County-District Numbers

2a) PROJECT TITLE (5 words or less)

b) FUNDS REQUESTED c) YRS OF OPERATION

	FY	AMOUNT		
1.			___ 0	___ 4
2.	82	24273.37	X 2	___ 6
3.			___ 3	___

___ 1 ___ 5

3a. NAME OF PROJECT DIRECTOR: Boehmer/Worner

b. PROJECT TELEPHONE

(Area Code)	Number	Ext.
701	662-3479	

4. REASON FOR SUBMISSION OF THIS FORM (Check one)

a. [ ] INITIAL APPLICATION FOR PART C GRANT

b. [ ] APPLICATION FOR PART C CONTINUATION GRANT

c. [ ] END OF YEAR EVALUATION REPORT
Project Number _____

d. [X] END OF PROJECT REPORT
Project Number _____

5a. TYPE OF PROJECT

1. [ ] Developmental
2. [ ] Adopter
3. [ ] Planning
4. [ ] Dissemination
5. [X] Other

Handicapped

5b. CURRICULUM AR

1. [ ] Reading
2. [ ] Math
3. [ ] Language Arts
4. [ ] Science
5. [ ] Social Studies
6. [X] Other

SLD

6. NUMBER ENROLLED & PARTICIPATING

		PRE K	K	Grades 1-6	Grades 7-8	Grades 9-11	OUT OF SCHOOL YOUTH	TOTALS	TEACHERS ENGAG IN IN-SERVICE TRAINING
a. NUMBER ENROLLED	1. Public			3200	1000	2100		6300	
	2. Non-Public			370				370	
	3. Total			3570	1000	2100		6670	
b. PROJECT PARTICIPANTS	1. Public			133	14	15		162	133
	2. Non-Public			6				6	5
	3. Total			139	14	15		168	137 (Dupl.)

7. RURAL/URBAN DISTRIBUTION OF PUBLIC AND NON-PUBLIC STUDENTS IN DIRECT PARTICIPATION

a. NUMBER OF STUDENTS FROM RURAL AREAS (Population 2,500 or less)	b. NUMBER OF STUDENTS FROM URBAN AREAS (Population 2,500 or more)	c. TOTAL (Equals number reported in 6. (PreK-1
3869	2801	6670

8. CATECORIES OF PROJECT POPULATION SERVED (Figures may be duplicated)

STUDENTS (a)	PROJECTS FOR MIGRANTS (b)	PROJECTS FOR DISADVANTAGED (c)	PROJECTS FOR HANDICAPPED (d)	PROJECTS FOR PK THROUGH GRADE 3 (e)
Number of Students Served			168	

9. Enter the total number of School Districts 24 and schools 28 served.

10. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application. The School Board has reviewed this proposal, supports the intent of the activities to be carried out, and that upon termination of ESEA Title IV-C funding the activities of the project, if successful, will be continued.

Donald G. Richmond — 7/16/8

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED REPRESENTATIVE — DATE SUBMITT

FORM T-IVC-1 (cont'd)

SUB-SECTION B - REMODELING

11. COMPLETE THE FOLLOWING ITEMS ONLY IF THIS PROJECT INCLUDES CONSTRUCTION, IMPROVEMENTS TO SITES, REMODELING, OR LEASING OF FACILITIES. LEAVE BLANK IF NOT APPROPRIATE.

TYPE OF FUNCTION	TITLE IV-C FUNDS REQUESTED
a. REMODELING ($2,000 of less)	$
b. CONSTRUCTION (Over $2,000)	$ N A
c. LEASING	$
d. IMPROVEMENTS TO SITES	$

SUB-SECTION C - TITLE IV-C PROJECT STAFF AND PERSONNEL PAID BY TITLE IV FUNDS

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project: NUMBER FULL-TIME	Part - time NO. OF PERSONS	Part - time FTE	TOTAL FULL TIME EQUIV. (Col 2+4)	New Staff Hired for Project: NO. FULL TIME	Part - time NO. OF PERSONS	Part - time FTE	TOTAL FULL TIME EQUIV (Col 6+8)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. ADMINISTRATION/ SUPERVISION		1	.01		0			
13. TEACHER: (Grade Level) SLD Coordinator	1			1	1			
14. OTHER PROFESSIONAL: (Consultation Field)	0	5	.01					
15. NON-PROFESSIONAL: (Title)	—	13 local staff hired and paid for with state/ local funds						

SUB-SECTION D - HANDICAPPED PROJECT PARTICIPATION

TMR-Trainable Mentally Retarded; EMR-Educable Mentally Retarded; LD-Learning Disabled; ED-Emotionally Disturbed; OHI-Other Health Impaired; CR-Crippled; VH-Visually Handicapped; D-B-Deaf Blind; HH-Hard of Hearing; SI-Speech Impaired.

16. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE IV FUNDS

Type of handicapped children served. (a)	Number of Children Served: 0-2 Years (b)	3-5 Years (c)	6-12 Years (d)	13-18 Over (e)	TOTAL (f)	FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE IV FUNDS: TEACHERS (g)	TEACHER AIDES (h)	OTHER (i)	TOTAL (j)	PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE IV FUNDS: TEACHERS (k)	TEACHER AIDES (l)	OTHER (m)	TOTAL (n)
(1)TMR													
(2)EMR													
(3)LD	0	1	133	29	168	1		.02	1.02	13	0	124	137
(4)ED													
(5)OHI													
(6)CR													
(7)VH													
(8)D-B													
(9)DEAF													
(10)SI													
(11)TOTAL	0	1	133	29	168	1		.02	1.02	13	0	124	137

17. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS [6]

FORM T-IVC-2

DEPARTMENT OF PUBLIC INSTRUCTION
Bismarck, North Dakota

BUDGET SUMMARY OR EXPENDITURE REPORT
P.L. 95 - 561, TITLE IV, PART C FUNDS

SECTION II

Name, Address and Zip Code of Local Agency

Lake Region Special Education Board
Minnie H Elementary School
Devils Lake, ND 58301

Funds for Special Education Programs for Handicapped Children

$ 24,273.37

PROJECT NUMBER:

BUDGET PERIOD: Begin → 7/1/81 End → 6/30/82

Check One: [ ] Proposed Budget Summary; [ ] Estimated Expenditure Report; [X] Final Expenditure Report

EXPENDITURE ACCOUNTS — EXPENSE CLASSIFICATION

FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES PROFESSIONAL	SALARIES NON PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100	600.00							
2. Instruction	200			19247.34	2501.21	1924.82			
3. Attendance Services	300								
4. Health Services	400								
5. Pupil Transp. Serv.	500								
6. Operation of Plant	600								
7. Maintenance of Plant	700								
8. Fixed Charges (Except 830)	800								
9. Leasing of Facilities	830								
10. Food Services	900								
11. Student Body Activity	1000								
12. Community Services	1100								
13. Improvement to Sites	1210C								
14. Construction (Except 1220C, include remodeling over $2,000.)	1220		NOTE: This budget reflects only IV-C expenditures. See attached sheet for breakdown.						
15. Remodeling ($2,000. or less)	1220C								
16. Capital Outlay (Equipment only)	1230								
17. Total Local Expenditure									
18. Negotiated Budget									
19. Unexpended Balance of Funds Authorized for Expenditures; Total of Line 18 minus Total of Line 17 - - - -									

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

20. Signature of Person Authorized to Receive Grant:

Date Reported: 7-15 19 82

Sec 7

8

SUB-SECTION E - NON-PUBLIC SCHOOL INVOLVEMENT

(If there are no non-public schools in your district, write NA in the box [ ])

18. Explain the manner and extent of consultation with non-public school officials.

Two non public schools were involved with the project:

A. St. Alphonsus - Langdon
B. St. Joseph - Devils Lake

M.W. served the St. Joseph's School
T.B. served the St. Alphonsus School

19. How were the targeted students (public and non-public) selected for this project?

20. Indicate where non-public students will be served:

a. X Non-public school
b. ____ Public school
c. ____ Public building
d. ____ Other - (please explain)

21. Indicate time during which non-public students will be served:

a. X Regularly scheduled day sessions
b. ____ Specially arranged sessions
c. ____ Other - (please explain)

22. Explain any differences in the kind and extent of services provided public and non-public students and any adjustments made in the expenditure per student in order to assure equitable participation.

There were no differences in the services provided at the St. Alphonsus School at Langdon. At. St. Joseph's School, a block of time was scheduled each week for M.W. to be at the school for consultation purposes

BUDGET/EXPENDITURES

1981-82 IV-C
SERVING RURAL LEARNING DISABLED CHILDREN

Salary (LuAnn Reinisch - 10 Mo.)	$19,750.00	
Social Security	1,326.81	
Teacher's Retirement	1,234.34	
Health Insurance	651.61	
Administration	600.00	
Inservice (Consultants travel, etc.)	4,698.74	
Consultation	1,034.05	
Instruction (UND)	2,900.00	
*Material	2,001.21	
Travel (Project staff)	1,924.82	
Obligated:		
Eval. - Dr. Joe Ferrara		
Instructional material	751.79	
		$36,873.37
Less State Special Education Reimbursement for staff		- 12,600.00
Balance Title IV-C		$24,273.37
Received Title IV-C to date		- 21,866.36
Balance Due		$ 2,407.01

* See attached budget amendment.

THE STATE OF NORTH DAKOTA
Department of Public Instruction
Dr. Joseph C. Crawford, Superintendent
BISMARCK, NORTH DAKOTA 58505

April 20, 1982

Dr. Don Boehmer
Lake Region Special Education
Devils Lake, ND 58361

Dear Dr. Boehmer:

You may transfer $2,500 within the amount originally approved for the current project year (FY 1982) to carry out the goals and objectives stated in the approved proposal for that fiscal year. These changes should be reflected in the expenditure report for the end-of-project evaluation report.

Sincerely,

David L. Lee

David L. Lee, Ph.D.
Director of ESEA
Title IV-C

DLL:cb

BEST COPY AVAILABLE

ESEA TITLE IV-C

SECTION IV

INVENTORY OF EQUIPMENT

Date Purchased	Item	Title IV-C Funds	Non-Title IV-C Funds	Total Purchase Price
	No Equipment purchased, only instructional material (texts, reading kits, tests, etc.)			

SECTION V-I Background

The following description has been removed from the 1980-81 final report. It is hoped that the inclusion of this material will provide a base for the reader to better understand the project.

The Lake Region Special Education Cooperative is an organization that provides special education services for 25 public and 2 private school districts within a four county area in North Central North Dakota. The administrative offices are located in the Minnie H School in Devils Lake, North Dakota.

During the past several years, the participating school districts served by the Lake Region Special Education Board have been unable to hire and maintain sufficient personnel to serve the special needs of learning disability students. In the Spring of 1980, a shortage of eight learning disability teachers existed in the area and it is estimated that 147 students were not receiving needed services.

The inability of the Lake Region Special Education Board to employ and maintain learning disability staff was attributed to the following factors:

1. SLD Teachers have been in short supply both statewide and nationally. Additionally, staff furnover in existing positions in the Lake Region Special Education area had been common because of higher salary opportunities elsewhere.

2. The Lake Region area is rural. Many teaching positions are shared between low enrollment school districts and involves extensive travel.
3. SLD training programs are located at two institutions of higher learning. Both are located over 100 miles from the geographic center of the Lake Region area.
4. North Dakota certification requirements are high in the SLD area and require graduate level training. Interest had been expressed by local teachers to become certified in the area, but the requirements for certification necessitated that individuals attend school for an entire year or 3-4 summers. Additionally, financial conditions are generally not favorable for experienced teachers to give up a year of salary to return to school for the necessary coursework needed for certification.
5. It has been difficult to attract out-of-state individuals into a rural area in North Dakota because of salary differences and the high level of certification required by the Department of Public Instruction.

As a result of the severe shortage of learning disability personnel, and consequent lack of services for students, a group of personnel from the Lake Region Special Education area that included Dr. Donald Boehmer, Dr. Michael Worner, and Mrs. LuAnn Reinisch, met in the Fall of 1979 for the purpose of searching for a solution to this problem.

Several planning sessions were conducted that included consultations with the State Special Education Department, University of North Dakota, Lake Region Special Education

Board, State Special Education Directors, and officials from both public and private schools within the Lake Region Special Education area. Following attendance at the Title IV-C project writing workshop, it was determined that a proposal would be submitted to the State Title IV-C Department. A completed application was submitted to the State Title IV-C Office in December of 1979. The proposal was approved.

The proposal approved by the Title Iv-C ESEA committee included several major program components that are expressed in process objective form in the original proposal and are articulated below:

Recruitment of Tutor-in-Training Personnel

As noted previously, a severe shortage existed in terms of obtaining and maintaining learning disability personnel in the Lake Region Special Education area. As a consequence, the Project Directors had to develop criteria for finding and obtaining capable trainees for the project to ensure that services for children could be provided on a continuous basis in future years.

Initially, an overview of the project was disseminated to all schools and newspapers in the Lake Region Special Education area describing the focus of the project and seeking people that might be interested in becoming tutors-in-training. The information noted that public meetings would be held at various locations and times throughout the Lake Region Special Education area to explain the purpose of the project, and other related issues. Five such meetings were conducted. Approximately seventy interested individuals attended the meetings. Following the sessions, interested

persons were required to submit applications and reference materials to the Lake Region Special Education office by a specified date. Approximately 30 individuals submitted completed application materials.

The criteria for selecting trainees was stringent and designed to deal with the past difficulties encountered in obtaining and maintaining learning disability teachers within the rural setting. The major criteria used in the interview process included the following:

1. Prior successful teaching experiences. In most instances, candidates for the tutor-in-training positions were required to have successful prior teaching experiences. Contacts were made with school administrators to verify the quality and type of teaching experience. It was felt that successful teaching experience was important so that the trainees could better relate to experienced teachers and the immediate educational needs of students.
2. Successful Academic Experiences. Because the project required that the personnel would be enrolled for extensive college credit work in a practicum situation with children, it was felt that the candidates should have experienced past academic success. It was also felt that the work load for the program would be demanding and would necessitate that participants could complete the college work and related experiences in a satisfactory manner.

3. Future Longevity in the Lake Region Special Education Area. In order to prevent or decrease turnover in the program following the completion of the training program, it was important to select personnel that appeared to have some longevity or vested interest in the area.
4. Other factors including health, committment, personality, leadership abilities, attitude, etc., were also considered.

A team of administrators and teachers representing all four counties of the Lake Region Special Education Board interviewed 18 applicants for the tutor-in-training positions. Interviews were conducted according to the position openings within the Lake Region Special Education area. The expectations for the training program, salary, and other related matters were discussed during the interview.

TRAINEE PROGRAM

The major goals of the project were to train and educate personnel so that at the termination of the project, they would fully meet state certification requirements for teaching learning disabled students and to continue in future years to serve children in the Lake Region area. A secondary and equally important goal was to provide immediate services for approximately 150 unserved students in the Lake Region Special Education area under the direction of two masters level learning disability coordinators.

At the onset of the project, it was the intent of the Directors to plan and conduct the project for two years so that an initial group of trainees could be trained to meet the manpower needs of the Lake Region Special Education area. Following the first phase

or year of the project, it was anticipated that the second year of the project would include additional trainees from the Lake Region Special Education area lost because of attrition and potential trainees from surrounding special education cooperatives who also experienced similar personnel needs for trained and qualified learning disabled teachers.

The first phase of the program consisted of two summer sessions and a full school year. The first summer session and school year portion of the project were funded under the FY 81 funds. The final summer session training component will be funded under FY 82 dollars. The trainees were required to participate in all aspects of the program regardless of their academic background or experience.

The first summer session was conducted at the Lake Region Special Education administrative center in Devils Lake, North Dakota and involved the combined staffing resources of the University of North Dakota and local personnel. The summer program was conducted for 10 weeks. Five staff members were involved in teaching the summer program. The courses included a balance of theoretical and practical content and experiences related to the training needs of the learning disability teacher. At the conclusion of the summer program, participants were versed in the day-to-day procedures and practices that were to be conducted in the school setting. Provisions were made in the Fall to make sure that school board members, administrators and staff in participating school districts understood the role and function of the trainees within the framework of the rigorous program.

During the school term, trainees were placed on a full salary schedule and were released one day per week to attend classes conducted at the University of North Dakota. One class was conducted in the Lake Region Special Education area during the regular school term. Additionally, the trainees participated in an all year practicum within their assigned school setting in the Lake Region Special Education area under the direction and supervision of two master degree level disability coordinators. The learning disability coordinators visited and met with the tutors in training on a regularly scheduled basis. A minimum of four formal written evaluations were conducted on each trainee throughout the school term. Arrangements were made with the Special Education Department at the University of North Dakota to schedule the courses at a mutually agreeable time. Car pools were set up to transport the trainees to and from the University in order to reduce cost.

The 1981 summer program includes the last phase of the initial program for the tutors in training. Trainees will complete the remaining courses needed for learning disability certification at the Univeristy of North Dakota. This portion of the training program will be obtained through monies from Title Iv-C for FY 1982.

Reflections

Following the completion of the first year of the project (July 1, 1980-June 30, 1981) project staff met with the purpose of reflecting back on the years activities. This activity hopefully had several purposes:

(a) To subjectively evaluate accomplishment (or lack of accomplishment) of major project goals;

(b) To illuminate those items that made the year a successful one;

(c) To record major needs or considerations for potential replications.

1. The project had the backing of the Lake Region Special Education Board. Eleven of the twenty-six school districts have administrators on this board. Support from participating schools was also crucial. Without this it would not have been possible to conduct this years activities in the manner in which they were done. This includes paying project trainees on the regular salary schedule and allowing them one day to attend classes at the University.

2. Anyone (or group) wishing to initiate a project of this type must have local resources available to "dig into" the project including such activities as teaching college courses, coordinating activities with the training institution, supervising trainees on the job and working with teachers and school administrators.

3. The project must be able to secure the cooperation of at least one staff member of the cooperating College or University who is willing to take some responsibility to work out problems internally on the campus of the training institution. While many were cooperative and sympathetic to the project, many details and arrangements were handled by Dr. Drew Denton.

4. The selection of project trainees is crucial. Much time was initially spent on this process. Even though somewhat subjective, the selection process must address the ability of trainees to deal with the stress of a job and the academic needs of a graduate level college training program.

5. The need for local supervision of trainees was initially pointed out by the special education division of the Department of Public Instruction. Five to six trainees is a full-time role for a supervisor in a rural setting.
6. The sequence of training activities for project trainees must start by providing trainees with some rather immediate usable skills. If initial training deals only with introductory level course content during the first summer prior to beginning the job, trainees will be able to perform few, if any, of the typical expectations in the learning disability teacher/consultant role. This would appear to be further support for using experienced classroom teachers for this type of a project.
7. For this project, a local pre/post control group was not a workable option to evaluate student progress. This is primarily due to the constraints of 94-142 requiring all identified children to be served.
8. The first year of this project addressed primarily certification needs of the trainees. Individual staff members still have specific needs to be addressed on a (a) summer school basis (summer 81); (b) inservice basis during the 81-82 school term.
9. The primary project goals included the training of staff and service of children. This was met, at least on a short-term basis for this special education program. It does, however, not address future needs in this program or a similar program

in other parts of North Dakota. Perhaps more emphasis needs to be placed on field based training programs by the Colleges and Universities in states having this type of need.

10. The Title IV-C budget reflects less than 13% of the expense of this project. Salaries, benefits, fixed charges, material and travel for project trainees totaled in excess of $251,000. This was paid with local and state funds. No costs were included for such things as heat, lights, secretarial and other indirect costs.

SECTION V-2 Brief Project Description

I. Process Objectives

Background

The original IV-C grant addressed two major issues:

(1) the training of certified learning disabilities consultant/ teachers;

(2) providing services to 147 children in 18 school districts in the Lake Region Special Education Program.

The original grant contained 28 process objectives. These objectives were met or surpassed. Readers should refer to the original grant application and end of the year project report for details. Numbers 27 and 28 delineated tasks to be expanded upon for the second year of funding or for the 81-82 school term. They were as follows:

#27

Process objective 27 stated that "the Project Directors and/or Learning Disabilities Coordinators would disseminate information to the tutors-in-training regarding the focus of the summer academic program by May 1, 1981, as evidenced by communication on file at the Lake Region Special Education Office."

#28

Process objective #28 stated "the following considerations will be used in determining process objectives for the 81-82 year."

(a) Attrition rate of the trainees.
(b) Status of all coursework.
(c) Additional needs of the trainees as evidenced by skills and competencies.
(d) Inservice needs of participating school districts.
(e) Loss of personnel in existing positions. (Other SLD positions separate from those held by trainees.)
(f) In addition, the continuing needs of the 137 children served in 18 school districts during the 80-81 school term.

(a & e) At the time of this writing, there has been no attrition rate of project trainees. Personnel in the four other SLD positions have indicated a willingness to return for the 81-82 school term.

(b) To complete certification requirements specified by the Department of Public Instruction, trainees need the following two courses (as a minimum):

(1) Language Disorders

(2) Corrective Reading

(c) Additional needs of the trainees were assessed on an ongoing basis by Project Directors and Coordinators. In addition, formal surveys were completed by project trainees and cooperating school administrators. The following needs were identified:

(1) A need for continued ongoing supervision of the trainees during the second year by Project Coordinators.

(2) A need for formal training in presenting inservice by trainees at the building level.

(3) A need for increased skills and competency development in some project trainees in some or all of the following areas:

a. Distar Reading and Math
b. Teaching reading and math to the poorly motivated student
c. Teaching math and reading skills to the hard to reach upper elementary, junior high and secondary level students

d. A need for more formal and informal techniques in the area of behavior management.
e. Language assessment and program development.

Process objectives for the 81-82 school year (July 1, 1981-June 30, 1982)

#29
By June 5, 1981 all arrangements regarding academic training for project trainees for the summer of 1981 will be finalized. This may be documented through the Dean of CTL and/or University summer schedules/pamphlets.

#30
By September 15, 1981, all project trainees will apply for and obtain North Dakota certificates in the area of Specific Learning Disabilities. Copies of each individual's certificate will be on file in Lake Region Special Education personnel files.

In the fall of 1980, thirteen teachers were hired to participate as tutors in training in the Title IV-C Project, "Serving Rural Learning Disabled Children." At the end of the 1980-81 school term, there was no attrition of these teachers. All courses required for certification had been taken by the teachers, except the courses entitled "Corrective Reading" and "Language Disorders." These courses were taken at the University of North Dakota between June 9 and July 31, 1981. The project participants attended classes which had been set up to be taught one day a week. By September 1, 1981, all the project participants became certified in the area of learning disabilities. Each teacher's credential is on file in the Lake Region Special Education personnel files.

#31
By August 15, 1981, Project Directors and Coordinators will devise, select and/or modify a minimum of three inservice modules to be presented to project trainees as evidenced by records in the Lake Region Special Education Office.

By August 15, 1981, Project Coordinators selected and modified three inservice modules which could be presented to project trainees. The modules were entitled:

- *(a) All About Mainstreaming*
- *(b) Solving Classroom Problems*
- *(c) Understanding Special Education Students*

Although these modules were selected, they were not presented to project trainees. The Project Director felt that the inservice situation would have to be approached in an alternative manner because of the different qualifications of the teachers involved. (see inservice description)

#32
By June 15, 1981, Project Directors and Coordinators will determine inservice needs of project trainees. Activities may include the following:

(a) Meeting as a group with trainees;
(b) Completing a project developed survey;
(c) Prioritizing inservice needs;
(d) Determining skills to be obtained by trainees;
(e) Determining a schedule for implementing training programs;
(f) Selection of individual(s) to implement training;
(g) Devise a calendar of inservice dates/events.

By June 15, 1981, Project Directors and Coordinators determined inservice needs of project trainees through the following activities:

(a) Meeting as a group with trainees;

(b) Completing a project developed survey (see following survey);

(c) Prioritizing inservice needs;

(d) Determining skills to be obtained by trainees (see inservice descriptions);

(e) Determining a schedule for implementing training program;

(f) Selection of individual(s) to implement training;

(g) Devise a calendar of inservice dates.

Documentation of activities is on file at the Lake Region Special Education Office.

#33

By September 15, 1981, Project Coordinators and project trainees will:

(a) Begin screening students served during the 80-81 school term who are to receive services during the 81-82 school term.
(b) Screen and evaluate new students.
(c) A record of schedules of services will be on file in each school district and the Lake Region Special Education Office.
(d) Newly identified students will be pre-tested with the criterion referenced math and reading tests.

STUDENTS SCREENED/EVALUATED DURING 1981-82

District	Elementary	Secondary
Aneta	1	0
Bisbee-Egeland	3	2
Border Central	9	1
Churchs Ferry	3	1
Crary	7	1
Devils Lake		
Prairie View	23	0
Minnic H	12	0
Sweetwater	26	0
Central	0	6
Lakota	2	8
McVille	3	0
Michigan	1	2
Milton	0	2
Minnewaukan	9	3
Munich	24	0
Osnabrock	5	0
Rock Lake	2	0
St. Alphonsus of Langdon	6	0
Tolna	1	1
Unity of Petersburg	2	2
TOTAL	139	29

STUDENTS SERVED DURING 1981-82

District	Elementary	Secondary
Aneta	3	0
Bisbee-Egeland	6	4
Border Central	4	7
Churchs Ferry	1	2
Crary	2	1
Devils Lake		
Prairie View	16	0
Minnie H	9	0
Sweetwater	8	0
Central	0	11
Lakota	13	12
McVille	5	0
Michigan	0	7
Milton	0	10
Minnewaukan	2	4
Munich	5	11
Osnabrock	1	0
Rock Lake	2	5
St. Alphonsus of Langdon	7	0
Tolna	4	2
Unity of Petersburg	3	2
TOTAL	94	78

#34
All project trainees will receive training on a minimum of three inservice training modules related to job concerns. All trainees will present each module at the building(s) level prior to the following dates:

Module #1 by October 1, 1981
#2 by February 1, 1982
#3 by May 1, 1982

A record of modules presented, school districts and recipients will be on file in the Lake Region Special Education Office.

1. *11-5-81* *"Distar/Corrective Reading Workshop"*

Project trainees	*12*
Other Special Ed Staff	*6*
	18

2. *1-18-82* *"Analysis of Behavior Workshop"*

Project trainees	*13*
Other Special Ed Staff	*10*
Elementary Ed	*4*
Social Worker	*4*
Administrators	*1*
Psychologist	*1*
	33

3. *2-19-82* *"Exceptional Learner Jr. High Workshop"*

Project trainees	*9*
Other Special Ed Staff	*10*
Elementary Ed	*3*
	22

4. *3-26-82* *Parent Involvement Workshop*

Project trainees	*10*
Other Special Ed Staff	*5*
Elementary Ed	*1*
Social Worker	*2*
	18

5. 4-20-82 Early Entrance Workshop

Project trainees	*9*
Other Special Ed Staff	*5*
Administrators	*2*
	16

6. 4-20-82 Evaluation Motor Skills

Project trainees	*9*
Other Special Ed Staff	*5*
Administrators	*2*
	16

7. 4-20-82 Inservice on Inservice

Project trainees	*13*
Other Special Ed Staff	*7*
Elementary Ed	*3*
Social Worker	*0*
Administrators	*6*
Secondary Ed	*1*
	30

#35
By August 20, 1981, Project Coordinators will develop job descriptions for project trainees for the 81-82 school term as evidenced by records on file in the Lake Region Special Education Office.

By August 20, 1981, Project Coordinators developed job descriptions for project trainees for the 81-82 school term as evidenced by records on file in the Lake Region Special Education Office.

#36
Prior to May 20, 1982, all students served by the project will be post-tested with criterion referenced math and reading tests.

Prior to May 20, 1982, all students served by the project were post-tested with criterion-referenced math and reading tests.

RESOURCE ROOM INSTRUCTOR

JOB DESCRIPTION

1981-82

The purpose of this program is to serve students who meet the following requirements:

1. Academic achievement level is approximately three grade levels below the student's chronological grade placement in math, reading (language arts) or any combination as measured by two or more of the following individual achievement tests: PIAT; Key Math; Woodcock Reading Mastery; Woodcock-Johnson or others approved by L.R.S.E. supervisory staff.
2. Integration into regular class full time is a realistic goal for the future of this student.
3. The student can benefit from 50 percent or more of the school day in the regular class program.
4. Occasionally, students who are more than three grade levels low in academic achievement, and have another handicap such as mild mental retardation, may be served in the Resource Room if the placement committee decides that is the most appropriate setting.

Upon written agreement of the placement committee, a student meeting these specified requirements will be enrolled in the resource room program. The school principal is responsible for the organization, formulation, and supervision of the placement committee. The child's needs define the membership of the consulting members. Ideally, the placement committee should include the following:

1. Parent(s) or legal guardian(s)
2. Child (when appropriate)
3. Referring and/or receiving teacher (regular or special) responsible for implementing the child's program.
4. Administrator responsible for administering support of the child's program.
5. Child evaluator(s) responsible for providing data for decision making.
6. Representative from regional special education staff.
7. Social Worker (regional or county, if applicable)

I. GENERAL RESPONSIBILITIES

A) Serve as a special class teacher for Resource Room students.
B) Work cooperatively with School Administrators and the Special Education Director and Coordinators.

II. SPECIFIC RESPONSIBILITIES

A) Provide the necessary structure within the classroom to meet the instructional needs of each student.

1. Provide an organized daily schedule for each student.
2. Arrange room and materials to complement individualized instruction.

3. Provide necessary adaptive equipment for multiply handicapped students.

B) Provide small group and individual instruction for students enrolled in the class with expectations of each student's achievement stated in general goals and specific objectives. Current records of each student's achievements to be maintained by charting designated specific objectives. This will include the following areas:

1. Language arts
   a. reading comprehension
   b. reading recognition
   c. spelling
   d. grammar
2. Math
3. Study Skills

C) Develop and implement an educational plan for each student by the end of the first grading period. The child's individualized educational program must describe long and short range educational goals, include statements of the present level of functioning, deliniate the nature and extent of related services required, extent of participation with non-handicapped students and professional and/or non-professional personnel involved in the special education and related services programs. Assessment tools and evaluation procedures used to evaluate progress must also be included. The plan must be agreed upon by school district personnel, special education personnel and parent(s) or legal guardian(s).

1. Arrange parent-teacher conferences and home visits.
   a. minimum of two parent-teacher conferences
   b. review child's educational plan (minimum of 4 times yearly).
2. Administer pre/post tests to all students referred to, and enrolled in the resource room. (September-May)
3. Keep accumulative files up-to-date, complete, and filed in a special education file in the principal's office. (A second working file in the classroom is allowable).
4. Participate in program development in the related services area. (pt; ot; speech)

D) Coordinate and monitor the student's program as it relates to the Resource Room with the regular classroom teacher.

E) Make use of a variety of materials, equipment, and teaching strategies in designing a program for each student.

F) Work with parents for furtherance of educational objectives.

G) Serve as a referral point for students to other Lake Region Special Education programs and other necessary related services. (ie: evaluations, psychological services, Vocational Rehabilitation)

H) Incorporate appropriate student management techniques within the classroom.

I) Attend all required Lake Region meetings and other inservice workshops provided. (Contingent upon local administrative approval)

J) Provide or assist in providing a minimum of three Special Ed. related inservice training sessions to School Administrators, teachers, and/or parents in the school(s) served.

K) Supervise the duties of teacher aides and/or student tutors in:

1. conducting small group activities
2. devising, preparing and correcting instructional materials
3. supervising students in a teacher planned activity
4. implementing prescribed instructional programs

L) Additional activities/duties exclusive to your specific situation:

_____

_____

_____

_____

_____

_____

_____

Date

Resource Room Instructor

L.D. Coordinator

Director of Special Education

BEST COPY AVAILABLE

Lake Region Special Education

Learning Disabilities Instructor

Job Description

The North Dakota Department of Public Instruction defines a child with a specific learning disability as follows:

"Children are said to have special learning disabilities when they have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect function in listening, writing, spelling, or doing mathematical calculations. Such disorders include conditions described as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, but do not include those with learning problems primarily the result of visual, hearing or motor handicaps, of mental retardation or emotional disturbance, or of environmental disadvantage."

The purpose of this program is to serve students who meet the following requirements:

1. Significant difference between potential and achievement as measured by a combination of intelligence tests, such as the WISC, Slosson, and PPVT compared to two or more achievement tests such as PIAT, Woodcock-Reading Mastery, Key Math, and Woodcock Johnson tests, or others approved by L.R.S.E. supervisory staff.
2. Integration into regular class full time is a realistic goal for the future of this student.
3. The student can benefit from 75% or more of the school day in the regular class program.
4. Occasionally, children who do not appear to qualify for L.D. services may be served if the placement committee decides that this is the most appropriate placement. While this may not agree with the state definition, it is the intention of the Director and the Special Education Board that children with special needs receive services. In some locations, the L.D. Program is the only resource available.

Upon written agreement of the placement committee, a student meeting these specified requirements will be enrolled in the learning disabilities program. The school principal is responsible for the organization, formulation, and supervision of the placement committee. The child's need define the membership of the consulting members. Ideally, the placement committee should include the following:

1. Parent(s) or legal guardian(s)
2. Child (when appropriate)
3. Referring and/or receiving teacher (regular or special) responsible for implementing the child's program.
4. Administrator responsible for administering support of the child's program.
5. Child evaluator(s) responsible for providing data for decision making.

6. Representative from regional special education staff.
7. Social Worker (regional or county, if applicable)

General Responsibilities:

1. Serve as an LD teacher.
2. Provide resource/consultant, and/or direct services in the form of designing Educational Programs for children.
3. Provide or assist in providing at least 3 inservice training sessions to Public School Administrators, teachers, and parents in regard to special education.

Specific Responsibilities:

L.D. teachers will perform part or all of the following tasks:

1. Adhere to all due process requirements regarding state and federal regulation.
2. Screen large groups of students to identify potential students with special needs.
3. Administer group and/or individual tests to determine student needs.
4. Interpret test results to parents and teachers.
5. Make Referrals to other agencies where appropriate.
6. Develop and implement an educational plan for each student by the end of the first grading period. The child's individualized educational program must describe long and short range educational goals, include statements of the present level of functioning, deliniate the nature and extent of related services required, extent of participation with non-handicapped students and professionals and/or non-professional personnel involved in the special education and related services programs. Assessment tools and evaluation procedures used to evaluate progress must also be included. The plan must be agreed upon by school district personnel, special education personnel and parent(s) or legal guardian(s).
7. Provide small group and individual instruction for students enrolled in the program with expectations of each student's achievement stated in general goals and specific objectives. Current records of each student's achievements are to be maintained by charting designated specific objectives. This will include the following areas:
   a. Language arts
      1. reading comprehension
      2. reading recognition
      3. spelling
      4. grammar
   b. Math
   c. Study Skills
8. Arrange parent-teacher conferences and home visits.
   a. minimum of two parent-teacher conferences.
   b. review child's educational plan (minimum of 4 times yearly).
9. Administer pre/post tests to all students referred to, and enrolled in the resource room. (September-May)
10. Keep accumulative files up-to-date, complete, and filed in a file in the principal's offic. (A second working file in the classroom is allowable).

11. Participate in program development in the related services area. (pt; ot; speech)
12. Work with school resources to implement programs for children.
13. Serve as a resource person for parents, teachers, and administration.
14. Select, gather, and distribute appropriate instructional materials to teachers.
15. Assist with DIAL and/or early entrance screening upon request of L.R.S.E. staff (contingent upon local administrative approval).
16. Attend regular personnel and professional building level meeting in the District(s) where employed.
17. Attend inservice training sessions.
18. Provide or assist in providing a minimum of three Special Ed. inservice training sessions to School Administrators, teachers, and/or parents in the school(s) served.
19. Collect evaluation data as required.
20. Work cooperatively with Project Supervisors and Directors.
21. Organize and distribute appropriate schedules to Project personnel and building administrators.
22. Additional activities/duties exclusive to your specific situation:

_____

_____

_____

_____

_____

_____

_____

_____ _____
Date L.D. Instructor

_____
L.D. Coordinator

Leonard P. Goodman
_____
Director of Special Education

BEST COPY AVAILABLE

#37
Prior to the close of each school, project trainees will prepare required state and local reports as required by the state and local directors of special education as evidenced by copies on file in the Lake Region Special Education Office.

Prior to the close of each school, project trainees prepared state and local reports as required by the state and local directors of special education as evidenced by copies on file in the Lake Region Special Education Office and Department of Public Instruction.

#38
Prior to June 1, 1982, Project Directors and Coordinators will analyze the status of the project with regard to third year funding. Elements to be considered are:

(a) Attrition of project staff;
(b) Additional identified student needs;
(c) Existing needs of other special education cooperatives in the area;
(d) Accomplishment of project goals;
(e) Exploration of possible validation.

No third year funding is being requested.

II. Performance Objectives

1. Students receiving services from the project will show significant gains in math and reading as measured by criterion-referenced tests in math and reading (.05 level). (Project will have Pre-Post-Post-test date on children who started the program during the 80-81 school term.)
2. Administrators of project schools will indicate a positive attitude toward the project as measured by a project developed device.

3. Project process objectives will be monitored by a third party evaluation team.
4. Project trainees will be monitored in writing a minimum of five (5) times during the school term by Project Coordinators.
5. Project trainees skills/training will be assessed with a local project-devised instrument. (See 1980-81 final report.) The same survey will be given to 20 other certified learning disabilities teachers/consultants who were trained in an "on-campus" manner. A comparison will be made between these individuals and their training and project trainees' training.

SECTION VI Effectiveness on Persons Served

Evaluation

The project application stated the following:

1. Students receiving services from the project will show significant gains in math and reading as measured by criterion-referenced tests in math and reading (.05 level). (Project will have Pre-Post-Post-test data on children who started the program during the 80-81 school term.)

   Item (1) was accomplished. The raw data is attached to this report. Copies have been forwarded to Dr. Joseph Ferrara at the University of South Dakota for analysis. A copy of his report will be forwarded to the state.

2. Administrators of project schools will indicate a positive attitude toward the project as measured by a project developed device.
3. Project process objectives will be monitored by a third party evaluation team.

   Items (2) and (3) were covered by a third party, Mr. Gordon Paulson, Assistant Superintendent, Dickinson Public Schools. A copy of his report is attached.

4. Project trainees will be monitored in writing a minimum of five (5) times during the school term by Project Coordinators.

A tabulation of visitations and evaluations of project trainees is attached, along with a sample written evaluation done by Project Coordinators.

5. Project trainees skills/training will be assessed with a local project-devised instrument. (See 1980-final report.) The same survey will be given to 20 other certified learning disabilities teachers/consultants were trained in an "on-campus" manner. A comparison will be made between these individuals and their training and project trainees' training.

Item (5) is in the process of being completed. A project-devised survey was completed and given to all the project trainees. The purpose of the survey was the evaluation of the training received through this project. On April 26, 1982, 84 surveys were sent out. Thirteen were to project trainees, 71 were to other randomly selected SLD-teachers in the state of North Dakota. Fifty-seven were returned for a return rate of 67.9 percent. (A copy of the survey is attached.) The data is presently being analyzed by two of the project trainees who are using the material for master's degrees papers. Copies of the results will be forwarded to the Department of Public Instruction.

BEST COPY AVAILABLE

LANE REGION SPECIAL EDUCATION FINANCIAL REPORT

MONTH OF APRIL

		EXPENDITURES				
	Appropriation	This Period	To Date	Balance	Present Bills	Balance
000-2310 Governing Board						
250-Unemployment	3,700.00	432.69	1,012.07	2,687.93		
260- Workmen's Comp	600.00	0	496.63	103.37		
300-Board Salaries	1,680.00	0	540.00	1,140.00		
330-Attorney-Auditors	2,500.00	0	1,245.00	1,255.00		
320-Insurance	3,810.00	0	3,767.02	42.98		
560-Mileage	5,200.00	0	3,656.49	1,543.51		
890-Misc.	400.00	15.00	1,052.54	(652.54)		
Total	17,890.00	437.69	11,769.75	6,120.25		
000-2312 Cec. & Treas.						
120-Salary	7,250.00	575.00	5,922.50	1,327.50		
220-Social Security	466.00	38.53	386.98	79.02		
580-Travel	1,050.00	80.00	850.00	200.00	75.00	125.0
Total	8,766.00	693.53	7,159.48	1,606.52		
000-2330 Special Area Admin:						
110-Director Salary	30,688.56	2,557.38	25,573.80	5,114.76		
120-Sec. Salary	10,000.00	925.00	9,430.85	569.15		
200-Benefits	12,340.44	1,037.50	11,053.79	1,286.65	542.68	743.9
431-Office Maint.	600.00	0	916.36	(316.36)	59.50	(375.66
432-Auto Maint.	2,000.00	503.59	2,206.04	(206.04)	488.34	(6:4.3
1-81-442-Auto leases	[illegible]	332.86	6,881.33	118.67	448.13	(329.-
2-81-520-Insurance Auto 300.00	[illegible]	0	2,266.77	(516.77)		
531-Postege	[illegible]	390.00	1,494.89	(294.89)		
532-Telephone	[illegible]	430.89	7,140.44	(1.040.44)	367.49	(1,407.93
550-Printing	6,500.00	49.00	5,427.75	1,072.25		
580-Travel	2,700.00	205.68	954.98	1,745.02	281.20	1,463.83
610-Supplies	4,700.00	331.53	2,918.99	1,781.01	399.72	1,381.2
2-81-626-Gasoline 200.00	10,000.00	547.96	7,527.22	2,472.78	1,416.90	1,055.8
730-Office Equip.	3,500.00	0	3,877.51	(377.51)		
Total	99,[illegible]73.00	7,311.39	87,670.72	11,408.28		
210-2330-MR Coordinator						
110-Salary	22,000.00	1,833.33	14,666.64	7,333.36		
200-Benefits	2,025.00	168.88	1,351.04	673.96		
580-Travel	1,350.00	30.58	309.12	1,040.88	25.50	1,015.3
Total	25,375.00	2,032.79	16,326.80	9,048.20		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

BEST COPY AVAILABLE

		Appropriation	This Period	To Date	Balance	Present	Balance
200-Benefits		2,079.00	168.36	1,346.88	672.12	44.86	933.32
580-Travel		1,350.00	30.41	371.82	978.18		
Total		25,269.00	2,023.77	14,493.70	10,775.30		
240-2330-SLD Coordinator							
-81-110-Salary	12,000.00	24,000.00	2,000.00	16,000.00	8,000.00		
-81-200-Benefits	2150.00	2,150.00	179.30	1,434.40	715.60		
-81-580-Travel	900.00	1,500.00	51.11	777.12	722.88	396.08	326.8
Total		27,650.00	2,230.41	18,211.52	9,438.48		
200-2110-Social Worker							
110-Salary		16,1 2.00	1,341.24	12,088.25	4,023.75		
200-Benefits		2,745.00	221.43	2,065.79	679.21		
330-Other Prof. Services		13, 25.00	0	0	13,125.00		
580-Travel		1,000.00	70.52	566.56	433.44	29.59	403.85
Total		32,982.00	1,633.19	14,720.60	18,261.40		
200-2140-Psychologist							
-81-330-Other Prof. services	15,100.	16,200.00	2,850.00	14,087.50	2,112.50	2325.00	(212.5
2-81-580-Travel	3 0.00	1,700.00	234.00	1,173.40	526.60	132.00	394.6
Total		17,900.00	3,084.00	15,260.90	2,639.10		
200-2130-O.T.-P.T.							
2-81-110-Salary	12,600.00	47,360.00	3,946.66	31,573.28	15,786.72		
3-81-200-Benefits	4407.00	7,575.00	497.08	3,984.56	3,590.44		
2-81-580-Travel	2800.00	6,000.00	275.50	2,317.32	3,682.68	398.98	3,283.7
Total		60,935.00	4,719.24	37,875.16	23,059.84		
200-2210-Gifted							
2-99-110-Salary		17,850.00	1,487.50	11,900.00	5.950.00		
200-Benefits		1,766.00	147.27	1,026.61	739.39		
320-Other Prof Services		300.00	0	0	300.00		
580-Travel		1,680.00	68.45	750.04	929.96	203.90	726.
610-Supplies		3,000.00	173.39	2,824.54	175.46	134.20	41.2
900-Other		450.00	0	0	450.00		
Total		25,046.00	1,876.61	16,501.19	8.544.81		
200-2190-I. Teacher							
2-81-110-Salary	10,491.00	14,991.00	1,191.72	10,274.76	4,716.24		
2-81-200-Benefits	2599.00	2,599.00	198.44	1,808.55	790.45		
2-81-580-Travel	900.00	1,500.00	28.89	141.32	1,358.68	87.15	1,271.53
Total		19,090.00	1,419.05	12,224.63	6,865.37		
200-2900-Graphic Artist							
12[illegible]		7,560.00	690.38	6,615.13	944.87		

BEST COPY AVAILABLE

	Appropriation	Period	TO Date	Balance	Present	Balance
200-Benefits	1,161.00	100.56	922.31	238.69		
Total	6,[illegible].00	790.94	7,537.44	1,183.56		
210-1000-Mentally Handicapped						
110-Salary	13,350.00	1,112.50	8,900.00	4,450.00		
120-Salary	4,200.00	0	2,500.00	1,700.00		
200-Benefits	2,667.00	198.37	1,589.16	1,077.84		
580-Travel	200.00	0	175.00	25.00		
1-81-592-Other LEA's	113,967.00	0	47,217.00	71,750.00		
Langdon EMR 16,500.00		1,310.87	60,381.16	79,002.84		
Devils Lake EMR 40,900.00						
Cando TMR 17,287.00						
DL TMR 9,214.00						
New Outlooks 35,066.00						
Total	139,384.00					
225-1000-Speach Therapy						
110-Salary	45,975.00	5,731.25	39,290.00	6,685.00		
120-Salary	17,200.00	1,029.00	13,181.00	4,019.00		
200-Benefits	7,885.00	908.74	6,542.39	1,342.61		
580-Travel	6,763.00	1,042.59	5,481.24	1,281.76	713.25	568.5-
592-Other LEA's	10,500.00	0	0	10,500.00		
Total	88,323.00	8,711.58	64,494.63	23,828.37		
230-1000-Emotional Disturbed						
592-Other LEA's	22,489.00	0	21,489.00	1,000.00		
240-1000-LD						
1-81-110-Salary	49,650.00	4,166.28	33,284.79	16,165.21		
110-Salary	107,700.00	9,016.64	72,037.29	35,662.71		
200-Benefits	15,027.00	1,204.03	9,623.41	5,403.59		
580-Travel	12,650.00	1,629.25	10,634.52	2,015.48	1,671.75	343.73
592-Other LEA's	92,000.00	0	0	92,000.00		
Total	276,827.00	16,016.20	125,580.01	151,246.99		
290-1000-Pre-School						
1-81-592-Other LEA'S	26,700.00	0	1,200.00	25,500.00		
200-1000-Aides						47
46 120-Salary	6,000.00	698.85	5,414.94	585.06		
200-Benefits	399.00	46.82	364.17	34.83		
592-Other LEA's	30,000.00	0	0	30,000.00		
600-materials	6,000.00	0	351.05	5,648.95	2,609.32	3,039.63
2-[illegible]600-materials	[illegible]	[illegible]5,[illegible].00	3,[illegible]94	6[illegible].45	[illegible]	[illegible]

BEST COPY AVAILABLE

		Appropriation	This Period	To Date	Balance	Present Bills	Balance
4.							
295-1000-Special Projects							
2-81-900-Other		23,001.74	0	573.75	22,427.99	898.32	21,529.67
2-81-900-Langdon Elem.							
Devils Lake P.E.							
Summer Projects	300.00	4,643.00	750.08	6,854.75	(2,211.75)	676.03	(2,887.78)
Total		27,644.74					
200-2140-Cont. services							
1-81-330-Evaluations		21,021.00	4,094.33	17,829.82	3,191.18	800.22	2,390.96
200-2190-Child Find							
1-81-540-Advertising		2,000.00	0	1,560.72	439.28		
200-2210-Inservice							
2-81-320-Prof Ed. Services	5000.00	12,500.00	8,3.98	2,706.23	9,793.77		
211-2600-New Outlooks							
592-Other LEA's		19,320.00	0	4,000.00	15,320.00		
230-2600-Harmony House							
1-81-592-Other LEA's		80,000.00	0	5,000.00	75,000.00		
200-2700-Student Trans							
432-Maint.		400.00	0	0	400.00		
520-Ins.		400.00	0	0	400.00		
592-Other LEA's		35,000.00	160.00	1,066.50	33,933.50	180.00	33,753.50
626-Gasoline		1,500.00	1,856.14	1,856.14	(356.14)		
1-81-732-Purchase Vehicle		13,400.00	0	13,757.00	(357.00)		
Total		50,700.00	2,016.14	16,679.64	34,020.36		
280-1000-Pre-School Incent.							
2-98-900-Other		7,331.78	292.73	6,228.66	1,103.12	89.37	1,013.75
240-2210-IV-C Project							
2-75-110-Salary		19,750.00	1,577.33	13,440.64	6,309.36		
" 200-Benefits		3,148.37	258.56	2,178.51	969.86		
" 310-Admin.		1,000.00	0	0	1,000.00		
" 320-Inservice		5,000.00	960.48	3,146.74	1,853.26	1,552.00	301.26
Consultation		1,175.00	0	350.00	825.00		
Instruction		2,900.00	0	2,900.00	0		
Mat. Dev.		1,000.00	598.64	2,001.21	(1,001.21)		
" 580-Travel		3,000.00	171.60	1,029.18	1,970.82	88.12	1,882.70
Total		36,973.37	3,566.61	25,046.28	11,927.09		

	Appropriation	Period	To Date	Balance	Present	Balance
200-2700 -T/L State Money 592 -Other LEA's	5,000.00	0	0	5,000.00		
81-200-1000-79-80 VI-B 9712 66	4,353.47	0	9,712.66	(5,459.19)		
600-Materials						
330-Evaluations						
75-240-2210-600 IV-C	2,495.52	0	2,512.39	(16.87)		
GRAND TOTAL	1,239,064.53	70,516.74	643,983.20	595,081.68		

	Revenue Estimated	Period	To Date	Unrealined	Present	Balance
1322- N.D. LEA's	359,112.18	3,623.73	234,175.17	124,937.01		
1510-Interest	12.497.00	4,509.77	24,037.02	(11,540.02)	2007.51	26,044.53
1900-Other local sources	9.744.00	28.00	3,168.12	6,575.88		
2310-Back Taxes		0	2,646.52	(2,646.52)		
3200-State Reimbursment	676,455.00	0	420,297.00	256,158.00		
4516-Title IV-C	24,373.37	0	19,436.43	4,936.94		
4531-Title VI-B	95,571.00	8,845.00	61,061.00	34,510.00		
4559-Other	10,000.00	700.00	9,045.12	954.88		
GRAND TOTAL	1,187,752.55	17,706.50	773,866.38	413,886.17		

BEST COPY AVAILABL

Please identify one or two areas related to your job that you would like to improve upon. Specify some of the instructional activities and experiences that should be provided to help improve your skills in the area(s) noted. Complete and return at least one of the enclosed forms by July 7, 1981 in the stamped self addressed envelope.

Sample submitted by Mike Worner

Area: I need help in diagnosing and teaching older students, age 10 and above with severe reading problems.

Instructional Activities and Experiences:

-A continuing indepth course must be provided related to this topic so that I can develop some expertise. The course would span several sessions.

-The course must deal with diagnosis and treatment.

-The course should deal with correctional and independent reading materials.

-The course must deal with motivational aspects of helping students with severe reading problems.

-The course must deal with high priority skills that are needed for the students.

-The course must deal with the real needs of some students that we have on our caseload.

Please identify one or two major areas related to your job that you desire to improve your skills. Specify some of the instructional experiences that an inservice should include.

Identification of needs to be incorporated into a possible course for Learning Disability teachers in the Lake Region Special Education Area.

Area:

Instructional activities and/or experiences that should be included in the course:

Survey # _____

Dear

For our Master's degree thesis in Specific Learning Disabilities, we are doing a study of training received by learning disabilities teachers working in the state of North Dakota.

We are asking that you take some time to answer a questionnaire which deals with various areas of training and information gained during your initial formal training (at the time you were actually enrolled in a college training program).

A rating scale is provided for your use in answering the questions.

We would appreciate your responding by _____, 1982.

Thank you in advance for your help in completing our study.

Sincerely,

Yvonne McGauley

Yvonne McGauley
315 15th Street North
Devils Lake, ND 58301

Nancy A. Boehmer
Box 157
Starkweather, ND 58377

☐ If you would like a copy of the completed study, please check the box and provide us with your summer address.

Please rate your formal training in the following areas on a scale of 0-5. Key as follows:

0 - No information obtained through training

1 - Information obtained gave minimal awareness of the concept

2 - Information obtained was not adequate for understanding of concept.

3 - Information obtained was adequate for understanding the concept

4 - Information obtained was adequate for understanding and I was able to use or understand concept with a minimum of assistance or further study

5 - Information gained provided a thorough understanding of the concept and I was able to perform the task without any additional information or assistance

I. ACADEMIC TRAINING

A. From which college or university did you receive your L.D. training? _____

_____ Date: _____

B. How was your training received? Please check appropriate response.

_____ Regular academic year
_____ Regular academic year and summer
_____ Summers only
_____ Tutor in training
  _____all continuing education
  _____on campus classes
  _____combination
_____ Other - Please specify

_____

C. Semester hours of training (semester hours = 2/3 quarter hours)

_____12 hrs. _____20 hrs. _____30 hrs. _____40 hrs.

_____15 hrs. _____25 hrs. _____35 hrs.

D. Is your certification _____Full _____Temporary

E. Which of the following did you encounter in your training? Check as many as apply.

_____ Required long period of time
_____ No outside assistance with educational expenses
_____ Little or no on-the-job experience
_____ Much time spent away from home
_____ Interruption of work for one or more years
_____ Necessary to travel long distances
_____ Release time from job for classes
_____ Availability of communication and support of other students
_____ Financial assistance from a project
_____ Financial assistance from other source (grant, scholarship)
_____ Able to work as teacher during training
_____ Able to discuss specific problems from caseload with college instructors
_____ Uninterrupted schooling for academic year
_____ Other (Please specify)

F. Were you a regular classroom teacher before L.D. training? _____ Yes _____ No

At which level? _____ Elementary _____ Secondary

G. How many years of regular classroom teaching experience? _____

H. In your first year of working as an L.D. teacher/ consultant, how much contact did you have with a supervisor or program coordinator? Please check most appropriate response.
_____ Every 4 months
_____ Every 3 months
_____ Every 2 months
_____ Once a month
_____ Every 3 weeks
_____ Every 2 weeks
_____ Once a week
_____ Received no on the job supervision

I. Supervisor was: (Please check most appropriate response)
_____ Principal
_____ Program Coordinator
_____ Director of Special Education
_____ Another teacher
_____ Other (Please specify)

J. Supervisor did following: (Check as many as apply)
_____ Assisted in the identification of students
_____ Assisted in selecting students for caseload
_____ Assisted in assessing students
_____ Assisted in developing IEPs
_____ Assisted in developing weekly schedule
_____ Conducted inservice with teachers and administrators
_____ Assisted in selection and use of instructional material
_____ Other (Please specify)

K. In which of the following ways do you feel your supervisor helped you? (Please check as many as apply)
_____ Increased confidence
_____ Provided feedback
_____ Moral support
_____ Suggestions for solving problems with schedules
_____ Suggestions for solving problems with other faculty
_____ Assisted in the identification of students
_____ Assisted in selecting students for caseload
_____ Assisted in assessing students
_____ Assisted in developing IEPs
_____ Assisted in developing weekly schedule
_____ Conducted inservice with teachers and administrators
_____ Assisted in selection and use of instructional material
_____ Other (Please specify)
_____ Was of no assistance

L. Practicum Rating

Length of Time spent _____
During: _____Regular school year
_____Summer session
_____Other (Please specify)

1. Preparation for organizing a program

0 1 2 3 4 5

2. Preparation for making and keeping charts

0 1 2 3 4 5

3. Preparation for putting theoretical information to practical use

0 1 2 3 4 5

4. Positive reinforcement of your work

0 1 2 3 4 5

5. Immediate help with problems

0 1 2 3 4 5

6. Use of instructional material

0 1 2 3 4 5

7. Writing IEPs

0 1 2 3 4 5

8. Working with classroom teachers

0 1 2 3 4 5

9. Working with other specialists

0 1 2 3 4 5

10. Working with administrators

0 1 2 3 4 5

11. Preparation for an understanding of job requirements

0 1 2 3 4 5

Please comment on how well your practicum prepared you for your first year as an L.D. teacher.

II. KNOWLEDGE OF EXCEPTIONALITIES

A. Mental Retardation

1. Understanding of ways in which the above condition affects performance in academic and/or social settings

   0 1 2 3 4 5

2. Awareness of the related services necessary to be involved to provide an appropriate academic program.

   0 1 2 3 4 5

3. Awareness of some of the necessary equipment adaptions needed for implementing an appropriate school program.

   0 1 2 3 4 5

4. Awareness of some of the curriculum adaptions necessary for the mentally handicapped to be appropriately accommodated in the school setting.

   0 1 2 3 4 5

B. Vision Problems

1. Understanding of ways in which the above condition affects performance in academic and/or social settings.

   0 1 2 3 4 5

2. Awareness of the related services needed to be involved to provide an appropriate academic program.

   0 1 2 3 4 5

3. Awareness of some of the necessary building modifications needed for implementing an appropriate program in the school setting.

   0 1 2 3 4 5

. Awareness of some of the visual aides needed for implementing an appropriate school program.

   0 1 2 3 4 5

5. Awareness of some of the materials necessary to implement an appropriate academic program in the school setting.

   0 1 2 3 4 5

C. Hearing Losses

1. Understanding of ways in which the above condition affects performance in academic and/or social settings.

   0 1 2 3 4 5

2. Awareness of the related services to be involved in providing an appropriate academic program.

   0 1 2 3 4 5

3. Awareness of some of the amplification aides needed to implement an appropriate school program.

   0 1 2 3 4 5

D. Speech Impairments

1. Understanding of ways in which the above condition affects performance in academic and/or social settings.

   0 1 2 3 4 5

2. Awareness of the related services to be involved in providing an appropriate academic program.

   0 1 2 3 4 5

E. Language Development and Disorders

1. Understanding of the sequence of language development and acquisition.

   0 1 2 3 4 5

2. A knowledge of language disorders.

   0 1 2 3 4 5

3. Knowledge of intervention for language disorders.

   0 1 2 3 4 5

F. Physical Involvement

1. Understanding of ways in which the above condition affects performance in academic and/or social settings.

   0 1 2 3 4 5

2. Awareness of related services needed to provide an appropriate academic program.

   0 1 2 3 4 5

3. Awareness of some of the building modifications necessary to provide necessary accessibility.

   0 1 2 3 4 5

4. Awareness of possible adaptive equipment needed for implementing an appropriate program in a school setting.

   0 1 2 3 4 5

G. Behavior Disturbances

1. Understanding of ways in which the above condition affects performance in academic and/or social settings.

   0 1 2 3 4 5

2. Awareness of the related services one might involve when attempting to implement behavior management procedures.

   0 1 2 3 4 5

H. Special Health Problems

1. Understanding of the ways in which specific health problems may affect performance in academic and/or social settings.

   0 1 2 3 4 5

I. Gifted and Talented

1. Awareness of the current definition of Gifted and Talented.

   0 1 2 3 4 5

2. Understanding ways in which the above condition affects performance in academic and/or social settings.

   0 1 2 3 4 5

3. Awareness of the personnel to involve when attempting to provide an appropriate academic program.

0 1 2 3 4 5

III. STATE AND FEDERAL REGULATIONS

A. Knowledge of North Dakota's definition of Specific Learning Disabilities

0 1 2 3 4 5

B. Ability to investigate alternative learning situations for poor achievers in the regular classroom.

0 1 2 3 4 5

C. Ability to determine placement eligibility using L.D. definition.

0 1 2 3 4 5

D. Understanding of team participation in making decisions concerning placement and instructional/ intervention needs (IEP preparation).

0 1 2 3 4 5

E. Ability to determine specific persons to be responsible for carrying out the objectives in the IEP.

0 1 2 3 4 5

IV. SCREENING PROCEDURES

A. Knowledge of the characteristics or symptoms of learning disabilities.

0 1 2 3 4 5

B. Ability to screen all students in a school by examining cumulative files and noting patterns which may indicate a potential learning problem.

0 1 2 3 4 5

C. Ability to screen grades of children with group achievement and ability tests.

0 1 2 3 4 5

D. Ability to test individual students with tests of ability, achievement and perception to determine if a learning problem is present.

0 1 2 3 4 5

E. Ability to observe students systematically in a classroom situation and pick out children with academic and/or behavior problems.

0 1 2 3 4 5

F. Ability to identify and select a caseload of children to serve based on the above screening procedures.

0 1 2 3 4 5

G. Understanding of the use of the DIAL Preschool Screening Test.

0 1 2 3 4 5

H. Ability to administer the following subtests of the DIAL Preschool Screening Test.

1. Concepts 0 1 2 3 4 5
2. Fine Motor 0 1 2 3 4 5
3. Gross Motor 0 1 2 3 4 5

V. DUE PROCESS FORMS

A. Ability to use a Referral Form.

0 1 2 3 4 5

B. Ability to use Notice of Intent to Conduct an Evaluation Form.

0 1 2 3 4 5

C. Ability to use an Approval for Placement in Special Education Form.

0 1 2 3 4 5

D. Ability to use a Recommendations for Programming Form.

0 1 2 3 4 5

E. Ability to use an Educational Plan: Development Form.

0 1 2 3 4 5

F. Ability to use a Review Form.

0 1 2 3 4 5

G. Ability to use a Parent Contact Sheet.

0 1 2 3 4 5

H. Ability to use a Record of Inspection of Student Record Form.

0 1 2 3 4 5

VI. TESTS AND ASSESSMENT

A. Peabody Picture Vocabulary Test (PPVT)

1. Understanding the use and construction of the PPVT.

0 1 2 3 4 5

2. Ability to administer the PPVT.

0 1 2 3 4 5

3. Ability to score the PPVT.

0 1 2 3 4 5

4. Ability to interpret the PPVT.

0 1 2 3 4 5

B. Slosson Intelligence Test (SIT).

1. Understanding of the use and construction of the SIT.

0 1 2 3 4 5

2. Ability to administer the SIT.

0 1 2 3 4 5

3. Ability to score the SIT.

0 1 2 3 4 5

4. Ability to interpret the SIT.

0 1 2 3 4 5

C. Peabody Individual Achievement Test (PIAT).

1. Understanding of the use and construction of the PIAT.

0 1 2 3 4 5

2. Ability to administer the PIAT.

0 1 2 3 4 5

3. Ability to score the PIAT.

0 1 2 3 4 5

4. Ability to interpret the PIAT.

0 1 2 3 4 5

D. Woodcock-Johnson Psycho-Educational Battery (WJPEB).

1. Understanding the use and construction of the WJPEB

0 1 2 3 4 5

2. Ability to administer the WJPEB.

0 1 2 3 4 5

3. Ability to score the WJPEB.

0 1 2 3 4 5

4. Ability to interpret the WJPEB.

0 1 2 3 4 5

E. Woodcock Reading Mastery Tests (WRMT).

1. Understanding of the use and construction of the WRMT.

0 1 2 3 4 5

2. Ability to administer the WRMT.

0 1 2 3 4 5

3. Ability to score the WRMT.

0 1 2 3 4 5

4. Ability to interpret the WRMT.

0 1 2 3 4 5

F. Key Math Test

1. Understanding of the use and construction of the Key Math Test.

0 1 2 3 4 5

2. Ability to administer the Key Math Test.

0 1 2 3 4 5

3. Ability to score the Key Math Test.

0 1 2 3 4 5

4. Ability to interpret the Key Math Test.

0 1 2 3 4 5

G. Boehm Test of Basic Concepts

1. Understanding of the use and construction of the Boehm Test.

0 1 2 3 4 5

2. Ability to administer the Boehm Test.

0 1 2 3 4 5

3. Ability to score the Boehm Test.

0 1 2 3 4 5

4. Ability to interpret the Boehm Test.

0 1 2 3 4 5

H. Beery Test of Visual-Motor Integration (VMI).

1. Understanding of the use and construction of the Beery VMI.

0 1 2 3 4 5

2. Ability to administer the Beery VMI.

0 1 2 3 4 5

3. Ability to score the Beery VMI.

0 1 2 3 4 5

4. Ability to interpret the Beery VMI.

0 1 2 3 4 5

I. Gallistel-Ellis Linguistic Test of Reading and Spelling (GE).

1. Understanding of the use and construction of the GE.

0 1 2 3 4 5

2. Ability to administer the GE.

0 1 2 3 4 5

3. Ability to score the GE.

0 1 2 3 4 5

4. Ability to interpret the GE.

0 1 2 3 4 5

J. Guideposts Along the Way.

1. Understanding of the use and construction of the Guideposts Test.

0 1 2 3 4 5

2. Ability to administer the Guideposts Test.

0 1 2 3 4 5

3. Ability to score the Guideposts Test.

0 1 2 3 4 5

4. Ability to place children in the curriculum guide at the correct topic and objective level.

0 1 2 3 4 5

5. Ability to match methods and materials to objectives.

   0 1 2 3 4 5

K. Sullivan Reading Criterion Referenced Test (CRT).

1. Understanding of the use and construction of the Sullivan CRT.

   0 1 2 3 4 5

2. Ability to administer the Sullivan CRT.

   0 1 2 3 4 5

3. Ability to score the Sullivan CRT.

   0 1 2 3 4 5

4. Ability to place children in the Sullivan Reading Program based on the Sullivan CRT results.

   0 1 2 3 4 5

VII. TEST RELIABILITY AND VALIDITY
NORM AND CRITERION REFERENCED TESTS

A. Knowledge of the reliability of the above mentioned tests.

   0 1 2 3 4 5

B. Knowledge of the validity of the above mentioned tests.

   0 1 2 3 4 5

C. Knowledge of the similarities, differences and uses of standardized and criterion referenced tests.

   0 1 2 3 4 5

D. Knowledge of the similarities, differences, and uses of informal and formal assessment.

   0 1 2 3 4 5

VIII. TASK ANALYSIS

A. Ability to analyze tasks into subskills necessary to perform tasks.

0 1 2 3 4 5

B. Ability to analyze each subskill into a sequence of steps leading to competence.

0 1 2 3 4 5

C. Ability to determine where a child is in the sequence of steps.

0 1 2 3 4 5

D. Ability to make steps larger or smaller, to adapt to the child so that failure is prevented.

0 1 2 3 4 5

IX. EDUCATIONAL PLANS

A. Ability to write a present level of functioning which summarizes accomplishments to date, contains both the child's strengths and weaknesses, and specifies why the child needs a special program.

0 1 2 3 4 5

B. Ability to select and list materials appropriate for the student's present level of functioning.

0 1 2 3 4 5

C. Ability to write goals which are broad enough to encompass everything within the area, and relate to what is expected of every child of that age or grade.

0 1 2 3 4 5

D. Ability to write specific, measurable behavioral objectives which relate to the broad goal.

0 1 2 3 4 5

X. KNOWLEDGE OF INSTRUCTIONAL MATERIALS

A. Sullivan Programmed Reading

1. Knowledge of the function of each component of the Sullivan Reading Program.

0 1 2 3 4 5

2. Understanding of the sequence of skills taught in the series.

0 1 2 3 4 5

3. Ability to use placement test materials to determine appropriate placement for a student.

0 1 2 3 4 5

4. Ability to administer the Sullivan Achievement Tests.

0 1 2 3 4 5

5. Ability to correctly score the Sullivan Achievement Tests.

0 1 2 3 4 5

6. Ability to record progress made in the Sullivan series.

0 1 2 3 4 5

B. Distar Reading Program I, II, III

1. Knowledge of the function of the Distar Reading Program.

0 1 2 3 4 5

2. Understanding of the situations in which its use is appropriate.

0 1 2 3 4 5

3. Knowledge of the components of the Distar Reading Program.

0 1 2 3 4 5

4. Knowledge of the procedure used to place a child in the Distar Reading Program.

0 1 2 3 4 5

5. Knowledge of the methods used for teaching Distar Reading such as sound blending and cueing.

   0 1 2 3 4 5

C. Engleman-Becker Corrective Reading

1. Knowledge of the function of each component of Corrective Reading.

   0 1 2 3 4 5

2. Knowledge of the procedure used to place a child in the Corrective Reading Program.

   0 1 2 3 4 5

3. Ability to evaluate students' progress in the Corrective Reading Program.

   0 1 2 3 4 5

D. Supplementary Reading Materials

1. Awareness of at least four supplementary reading materials.

   0 1 2 3 4 5

2. Ability to use at least four supplementary reading materials.

   0 1 2 3 4 5

E. Sullivan Programmed Math

1. Knowledge of the function of Sullivan Programmed Math.

   0 1 2 3 4 5

2. Ability to place a student in Sullivan Programmed Math.

   0 1 2 3 4 5

F. Stern Structural Arithmetic

1. Understanding of the function of Stern Structural Arithmetic.

0 1 2 3 4 5

2. Knowledge of the components of Stern Structural Arithmetic.

0 1 2 3 4 5

3. Knowledge of the method used to teach Stern Structural Arithmetic.

0 1 2 3 4 5

G. Distar Arithmetic

1. Understanding of the function of Distar Arithmetic.

0 1 2 3 4 5

2. Knowledge of the components of Distar Arithmetic.

0 1 2 3 4 5

3. Knowledge of the method used to teach Distar Arithmetic.

0 1 2 3 4 5

H. Supplementary Math Materials

1. Awareness of at least three supplementary math materials.

0 1 2 3 4 5

2. Ability to use at least three supplementary math materials.

0 1 2 3 4 5

XI. BEHAVIOR MANAGEMENT

A. Behavior Modification

1. Understanding of the principles of behavior modification.

0 1 2 3 4 5

2. Ability to apply the practices and procedures of behavior modification, particularly when working with students.

   0 1 2 3 4 5

3. Knowledge of the meaning of the following types of selected attention:

   a. Ignoring

      0 1 2 3 4 5

   b. Cueing

      0 1 2 3 4 5

   c. Modeling

      0 1 2 3 4 5

4. Understanding of the use of Contingency Contracting.

   0 1 2 3 4 5

5. Knowledge of the importance of Data Collection in identifying behavior that needs modifying.

   0 1 2 3 4 5

6. Understanding of the meaning of the use of Token Economies.

   0 1 2 3 4 5

B. Classroom management

   1. Understanding of the principles of classroom management or discipline.

      0 1 2 3 4 5

   2. Ability to apply classroom management procedures to specific classroom situations.

      0 1 2 3 4 5

C. Self-directed behavior

   1. Understanding of practices which will increase or decrease self-directed behavior.

      0 1 2 3 4 5

2. Ability to apply a behavior modification program to self-directed behavior.

0 1 2 3 4 5

XII. SCHEDULING

A. Ability to schedule direct services for children in order to use time most effectively.

0 1 2 3 4 5

B. Ability to organize time so that an adequate amount is reserved for consultation, observation and testing.

0 1 2 3 4 5

C. Ability to put schedule on paper and distribute to administrators and teachers.

0 1 2 3 4 5

D. Ability to prioritize the skills in a content area textbook into critical, intermediate and enrichment skills.

0 1 2 3 4 5

E. Ability to make a study guide and vocabulary list from a chapter in a content area textbook.

0 1 2 3 4 5

F. Knowledge of the purpose of skimming, scanning and intensive reading.

0 1 2 3 4 5

G. Knowledge of techniques used to motivate the exceptional learner.

0 1 2 3 4 5

H. Ability to alter materials to fit the needs of exceptional learners (adding practice items, changing instructional procedures, etc.)

0 1 2 3 4 5

I. Ability to set appropriate expectations for exceptional learners.

0 1 2 3 4 5

J. Ability to change testing procedures to fit the needs of exceptional learners (test items read orally, change in test format, etc.)

0 1 2 3 4 5

XIII. KNOWLEDGE OF SCHOOL CURRICULUM

A. Understanding of the various approaches to beginning reading instruction and related reading materials that are commonly used in elementary schools.

0 1 2 3 4 5

B. Understanding of "some" components incorporated into a basal reader system including the directed reading activity, sequencing, readability, and assessment, etc.

0 1 2 3 4 5

C. Understanding of the basic relationships within language arts and the relationship to the role of a learning disabilities teachers.

0 1 2 3 4 5

D. Understanding of the philosophy, structure and technical nature of "some" social studies and science programs and the implications of assisting teachers with students that experience learning difficulties.

0 1 2 3 4 5

E. Understanding of the philosophy and structure of some elementary mathematic programs and the implications for direct instruction and assisting teachers with students that experience learning difficulties.

0 1 2 3 4 5

F. Understanding of individual differences within a school setting or population and organizational plans and delivery systems used to meet the needs of students.

0 1 2 3 4 5

G. Understanding of various administration practices used in schools including: promotion, retention, grading, and school entrance in relationship to current research.

0 1 2 3 4 5

XIV. CONSULTATION SKILLS

A. Teacher consultation

1. Knowledge of techniques for effectively communicating with teachers.

   0 1 2 3 4 5

2. Ability to apply consultation skills when "problem solving" with teachers.

   0 1 2 3 4 5

3. Ability to influence teachers to modify classroom instruction to fit the needs of learning disabled students.

   0 1 2 3 4 5

4. Ability to present an inservice program to teachers.

   0 1 2 3 4 5

B. Parent consultation

1. Knowledge of techniques for effectively communicating with parents.

   0 1 2 3 4 5

2. Ability to suggest helpful activities for parents to do with children at home.

   0 1 2 3 4 5

3. Skill in making parents comfortable in being part of the decision-making team at staffings.

   0 1 2 3 4 5

4. Ability to deal with difficult parents (denying, help-rejecting, hostile, etc.)

   0 1 2 3 4 5

5. Ability to inform parents of available resources (programs, resource library, organizations, etc.)

   0 1 2 3 4 5

6. Ability to inform and prepare parents for IEP meetings.

   0 1 2 3 4 5

C. Involving Administrators

1. Knowledge of techniques for effectively communicating with administrators.

0 1 2 3 4 5

2. Ability to keep administrators informed of status of students in L.D. Programs.

0 1 2 3 4 5

3. Ability to involve administrators in due process procedures, especially attendance at staffings.

0 1 2 3 4 5

XV. EVALUATING PROGRESS

A. Ability to evaluate students' progress by the following methods:

1. Formal and informal tests

0 1 2 3 4 5

2. Teacher observation

0 1 2 3 4 5

3. Anecdotal records

0 1 2 3 4 5

4. Charts and graphs

0 1 2 3 4 5

5. File of student's work

0 1 2 3 4 5

6. Checklists

0 1 2 3 4 5

7. Interviewing students

0 1 2 3 4 5

B. Knowledge of the procedures used to record progress on students' IEPs.

0 1 2 3 4 5

The following questions do not follow the initial rating scale; please use the one provided with each set of questions.

XVI. ROLES

A. Your knowledge of the role of each of the following special education staff members.

0 - No information provided
1 - Information provided but not adequate
2 - Adequate but not in-depth
3 - In-depth information provided

1. Occupational Therapist

0 1 2 3

2. Physical Therapist

0 1 2 3

3. Social Worker

0 1 2 3

4. Psychologist

0 1 2 3

5. Speech Therapists

0 1 2 3

6. Program Coordinators

0 1 2 3

7. Director

0 1 2 3

XVII. OTHER TESTS

A. Rate your initial formal training knowledge of the following tests.

0 - Was not presented
1 - Was presented but no training provided
2 - Able to use with some additional training
3 - Training and practice provided

1. Brigance

   0 1 2 3

2. BESI Reading (Basic Educational Skills Inventory)

   0 1 2 3

3. BESI Math (Basic Educational Skills Inventory)

   0 1 2 3

4. Test of Written English

   0 1 2 3

5. BEST (Basic Educational Skills Test)

   0 1 2 3

6. Slingerland Screening Tests

   0 1 2 3

7. Durrell Analysis of Reading Difficulty

   0 1 2 3

8. ITPA (Illinois Test of Psycholinguistic Abilities)

   0 1 2 3

9. Spache Diagnostic Reading Scales

   0 1 2 3

10. TOLD (Test of Language Development)

    0 1 2 3

11. TOAL (Test of Adolescent Language)

    0 1 2 3

12. Silvarali Reading Test

    0 1 2 3

13. TORC (Test of Reading Comprehension)

    0 1 2 3

14. TOWL (Test of Written Language)

    0 1 2 3

LAKE REGION SPECIAL EDUCATION

OFFICE IN MINNIE H ELEMENTARY SCHOOL
DEVILS LAKE, NORTH DAKOTA 58301

PHONE (701) 662-3479
(701) 662-5036

SERVING THE SCHOOL DISTRICTS OF:
ALBEN
ANETA
BISBEE
CALVIN-SARLES
CANDO
CHURCHS FERRY
CRARY
DEVILS LAKE
EDMORE
EGELAND
HAMPDEN
HANNAH
LAKOTA
LANGDON
McVILLE
MICHIGAN
MILTON
MINNEWAUKAN
MUNICH
NEKOMA
OBERBROCK
PETERSBURG
ROCK LAKE
STARKWEATHER
TOLNA

TO: Learning Disabilities and Resource Room Teachers
LRSE Office Staff

FROM: LuAnn Reinisch, Marcia Hoyt

DATE: October 5, 1981

RE: November 5th Inservice Workshop

On November 5, Ms. Peggy Peterson will be presenting an inservice workshop entitled "Utilization of the Distar Reading and Corrective Reading Programs."

The inservice will include a demonstration of the correct uses of these materials as well as an overview of the components of the program. Other topics will include applications of Distar and Corrective Reading to: teaching decoding skills, grammar, comprehension and writing; the transition from specialized to regular reading materials; and an in-depth look at how these programs help children with learning disabilities.

Peggy Peterson is an educator providing services in direct instruction, reading programs and classroom management strategies. She is currently from Evergreen Colorado. Peggy has taught 15 years in kindergarten through eighth grades. She has taught on reservations, Eskimo villages and islands to a population including inner city, gifted, Title I and bi-cultural students. She has been a consultant for the Arizona Department of Education, trained teachers in England and Australia, and taught at numerous universities throughout the United States.

The workshop will be held from 9:00 to 4:00 p.m. at Harmony House in Devils Lake.

L.D. personnel, please clear your attendance with your building administrators.

jb

BEST COPY AVAILABLE

Summary

DISTAR/CORRECTIVE READING WORKSHOP EVALUATION

After attending today's workshop, please rate your:

1.	Knowledge of the function of the Distar Reading Program	0	1	2	(3)	4	5
2.	Understanding of the situations in which its use is appropriate	0	1	2	3	(4)	5
3.	Knowledge of the components of the Distar Reading Program	0	1	2	3	(4)	5
4.	Knowledge of the procedure used to place a child in the Distar Reading Program	0	1	2	(3)	4	5
5.	Knowledge of the methods used for teaching Distar Reading such as sound blending and cueing	0	1	2	3	(4)	5
6.	Overall ability to use the Distar Reading Program	0	1	2	(3)	4	5
7.	Knowledge of the function of the Corrective Reading Program	0	1	2	(3)	4	5
8.	Understanding of the situations in which its use is appropriate	0	1	2	(3)	4	5
9.	Knowledge of the components of the Corrective Reading Program	0	1	2	(3.5)	4	5
10.	Knowledge of the procedure used to place a child in the Corrective Reading Program	0	1	2	3	(4)	5
11.	Knowledge of the methods used for teaching Corrective Reading including the format and signals.	0	1	2	(3)	4	5
12.	Overall ability to use the Corrective Reading Program	0	1	2	(3)	4	5

Comments: _____

_____

_____

LAKE REGION SPECIAL EDUCATION

OFFICE IN MINNIE H ELEMENTARY SCHOOL
DEVILS LAKE, NORTH DAKOTA 58301

PHONE (701) 662-1470
(701) 662-5036

SERVING THE SCHOOL DISTRICTS OF
ALBAN
ANETA
BISBEE
CALVIN-SAMLEE
CANDO
CHURCHS FERRY
CRARY
DEVILS LAKE
EDMORE
EGELAND
HAMPDEN
HANNAH
LAKOTA
LANGDON
MELVILLE
MICHIGAN
MILTON
MINNEWAUKAN
MUNICH
NEKOMA
OBERBROCK
PETERSBURG
ROCK LAKE
STARKWEATHER
TOLNA

Memo to: Administration, L.D. Teachers, and other interested Special Ed. Personnel

From: Marcia Hoyt

Date: January 4, 1982

RE: Behavior Analysis Inservice
Date: Monday, January 18, 1982
Time: 9 a.m. to 5 p.m.
Place: Harmony House

Arrangements have now been finalized for the Inservice mentioned above - Please be aware of the date change to Monday, January 18. The presentor will be:

James Jones, Assistant Director of Day Treatment Services, Cleveland, Ohio.

This workshop is an outgrowth of concerns which have been voiced by L.D. teachers. Many students who demonstrate both learning and behavior problems are placed in L.D. Programs since the learning disability is viewed as the primary disability. The content of this Inservice will provide a good basis for analyzing behavior of students and planning appropriate classroom interventions.

Please be thinking about (and writing down so you don't forget!) specific questions relating to Behavior that you would like addressed. Mr. Jones will be staying in Devils Lake until Tuesday, so if you have a concern you'd like an outside opinion on, please feel free to take advantage of this opportunity.

Remember to clear the date with your building administrator - Hope to see you the 18th. L.D. Personnel please call if complications arise and you are not able to attend.

Sincerely,

Marcia Hoyt

Marcia Hoyt
L.D. Coordinator

MH:jm

BEST COPY AVAILABLE

Summary

BEHAVIOR ANALYSIS WORKSHOP EVALUATION

After attending today's workshop, please rate your:

1.	Knowledge of Analysis of Behavior (Antecedent Behavior Consequence)	0	1	2	3	(4.5)	5
2.	Understanding of the meaning of Premack Schedule	0	1	2	3	4	(5)
3.	Understanding of the use of Rules, Rituals, and Routines in relation to Behavior Analysis	0	1	2	3	(4)	5
4.	Knowledge of the meaning of the following types of selected attention:						
	Ignoring	0	1	2	3	(4)	5
	Cuing	0	1	2	3	(4)	5
	Modeling	0	1	2	3	(4)	5
5.	Understanding of the meaning of Verbal Mediation	0	1	2	3	(4)	5
6.	Understanding of the use of Contingency Contracting	0	1	2	3	(4)	5
7.	Understanding of the part Classroom Structure can play when attempting to modify behavior	0	1	2	3	(4)	5
8.	Knowledge of the importance of Data Collection in identifying behavior that needs modifying	0	1	2	3	(4)	5
9.	Understanding of the meaning and use of Token Economies	0	1	2	3	(4.5)	5
10.	Overall ability to Analyze a Behavior	0	1	2	3	(4)	5
11.	Attitude toward the usefulness of today's workshop	0	1	2	3	(4)	5

Comments: _____

_____

_____

_____

LAKE REGION SPECIAL EDUCATION

OFFICE IN MINNIE H ELEMENTARY SCHOOL
DEVILS LAKE, NORTH DAKOTA 58301

PHONE (701) 662-3479
(701) 662-5036

SERVING THE SCHOOL DISTRICTS OF
ALSEN
ANETA
BISBEE
CALVIN-SARLES
CANDO
CHURCHS FERRY
CRARY
DEVILS LAKE
EDMORE
EGELAND
HAMPDEN
HANNAH
LAKOTA
LANGDON
McVILLE
MICHIGAN
MILTON
MINNEWAUKAN
MUNICH
NEKOMA
OSNABROCK
PETERSBURG
ROCK LAKE
STARKWEATHER
TOLNA

TO: School Administrators, LD teachers, other interested Special Education Personnel

RE: Inservice presentation

DATE: February 19, 1982

TIME: 9:00-4:30

PLACE: Harmony House

On Friday, February 19, Dr. Julie Landeen will present an inservice workshop entitled "Exceptional Learners in the Regular Classroom".

Dr. Landeen is a Professor of Special Education at Utah State University in Logan, Utah. She has worked with students in elementary and secondary grades as a classroom teacher and special educator.

This workshop has been planned to address some concerns of the LD teachers. Students with learning problems often have a difficult time functioning in a regular classroom. The presentation will focus on strategies to modify regular classroom curriculum for LD students, implement alternative test-taking methods, motivate students (especially jr.-sr. high) and set appropriate expectations for handicapped students. Adapting instructional materials and using informal assessment procedures will be discussed. This inservice will be of particular interest to LD teachers who have upper elementary, junior and senior high students.

Please be thinking about specific questions related to the above areas that you would like Dr. Landeen to address.

LD personnel, please clear this date with your building administrator and call me if you are unable to attend.

Sincerely,

LuAnn Reinisch

LuAnn Reinisch
LD Coordinator

jb

BEST COPY AVAILABLE

Summary

EXCEPTIONAL LEARNER IN THE REGULAR CLASSROOM WORKSHOP EVALUATION

After attending this workshop, please rate your:

1. Ability to prioritize the skills in a content area textbook into critical, intermediate and enrichment skills.	0	1	2	3	(4)	5
2. Ability to make a study guide and vocabulary list from a chapter in a content area textbook.	0	1	2	3	(4)	5
3. Knowledge of the purpose of skimming, scanning and intensive reading.	0	1	2	3	(4)	5
4. Knowledge of techniques used to motivate the exceptional learner.	0	1	2	(3)	4	5
5. Ability to alter materials to fit the needs of exceptional learners (adding practice items, changing instructional procedures, etc.)	0	1	2	3	(4)	5
6. Ability to change testing procedures to fit the needs of exceptional learners (test items read orally, change in test format, etc.)	0	1	2	3	(4)	5
7. Ability to set appropriate expectations for exceptional learners.	0	1	2	3	(4)	5

Comments: _____

_____

_____

Please return these to Judi Bryl in the LRSE office (perhaps with your travel voucher). You need not sign your name to this evaluation.

LAKE REGION SPECIAL EDUCATION

OFFICE IN MINNIE H ELEMENTARY SCHOOL
DEVILS LAKE, NORTH DAKOTA 58301

PHONE (701) 662-3479
(701) 662-5036

March 8, 1982

SERVING THE SCHOOL DISTRICTS OF
ALSEN
ANETA
BISBEE
CALVIN
CHURCHS FERRY
CRARY
DEVILS LAKE
EDMORE
LAWTON
MANVEL
MINNEWAUKAN
MUNICH
NEKOMA
OBERWEIS
PETTIBONE
ROCK LAKE
STARKWEATHER
TOKNA

TO: Administrators, Learning Disabilities teachers, other interested Special Education Personnel

RE: Parent Involvement Inservice

On Friday, March 26, Dr. Daniel Morgan will present an inservice workshop entitled "Parent Involvement in Special Education."

This topic was identified by the Learning Disabilities teachers as an area in which they desired to improve their skills.

The specific content of the workshop will include:

- How to establish and maintain open communication between parents and special educators
- How to get meaningful involvement of parents in the IEP process
- Suggestions for home carry-over of educational objectives
- How to help parents deal with the special needs of learning disabled students in the elementary, junior and senior high age groups

Dr. Morgan is Associate Professor of the Department of Special Education at Utah State University in Logan, Utah. He is involved in teacher training activities, is developing instructional packages designed to teach social skills to handicapped students; and is author of the book, A Primer on Individualized Education Programs for Exceptional Children.

This workshop will be held from 9:00-4:30 in the Community Room at Gate City Savings and Loan in Devils Lake.

LD personnel, please let me know if you will be unable to attend.

Respectfully,

LuAnn Reinisch (jb)

LuAnn Reinisch
LD Coordinator

jb

BEST COPY AVAILABLE

Summary

After attending the inservice "Parent Involvement in Special Education," given by Dan Morgan, please rate your knowledge of the following items: (lowest - 1; highest - 5)

1. Knowledge of specific verbal behaviors which are used in communicating with parents (making an empathetic remark, making a request, denying a request, referring to a legislative regulation, etc.)	1	2	3	(4)	5
2. Knowledge of non-verbal behaviors which are used in communicating with parents (eye contact, relaxed posture, appropriate gestures, consistency with verbal messages).	1	2	3	(4)	5
3. Knowledge of the difference between passive, aggressive, and assertive comprehension.	1	2	3	(4)	5
4. Ability to use assertive communication.	1	2	(3.5)	4	5
5. Ability to deal with difficult parents (denying, help-rejecting, hostile, etc.)	1	2	(3.5)	4	5
6. Ability to inform parents of available resources (programs, resource library, organizations, etc.)	1	2	3	(4)	5
7. Ability to inform and prepare parents for IEP meetings.	1	2	3	(4)	5
8. Overall ability to communicate effectively with parents.	1	2	3	(4)	5
9. Please rate the usefulness of workshop handouts (references, school checklist for principals, self-check communications guide, etc.).	1	2	3	(4)	5

Comments: _____

_____

_____

Please return these to Judi Bryl in the LRSE office. You need not sign your name to this evaluation.

Please identify one or two areas related to your job that you would like to improve upon. Specify some of the instructional activities and experiences that should be provided to help improve your skills in the area(s) noted. Complete and return at least one of the enclosed forms by July 7, 1981 in the stamped self addressed envelope.

Sample submitted by Mike Worner

Area: I need help in diagnosing and teaching older students, age 10 and above with severe reading problems.

Instructional Activities and Experiences:

-A continuing indepth course must be provided related to this topic so that I can develop some expertise. The course would span several sessions.

-The course must deal with diagnosis and treatment.

-The course should deal with correctional and independent reading materials.

-The course must deal with motivational aspects of helping students with severe reading problems.

-The course must deal with high priority skills that are needed for the students.

-The course must deal with the real needs of some students that we have on our caseload.

Please identify one or two major areas related to your job that you desire to improve your skills. Specify some of the instructional experiences that an inservice should include.

LAKE REGION SPECIAL EDUCATION

OFFICE IN MINNIE H ELEMENTARY SCHOOL
DEVILS LAKE, NORTH DAKOTA 58301

PHONE (701) 662-3479
(701) 662-5036

Marcia

April 7, 1982

SERVING THE SCHOOL DISTRICTS OF
ALSEN
ANETA
BISBEE
CALVIN SANITY
CANAL
CHURCHS FERRY
CRARY
DEVILS LAKE
EDMORE
EGELAND
HAMPDEN
HANNAH
LAKOTA
LANGDON
MELVILLE
MICHIGAN
MILTON
MINNEWAUKAN
MUNICH
NEKOMA
OBERBROCK
PETERSBURG
ROCK LAKE
STARKWEATHER
TOLNA

TO: Learning Disabilities Teachers,
Other interested Special Ed. personnel

RE: April Inservice Presentation

On Tuesday, April 20, Don Lemmon and Judy Minier will present "How to Give Inservice Workshops." This presentation will be given from 11-12:00 noon and 1-5:00 p.m. in the basement of Harmony House.

Judy and Don are both employed by Teacher Corps at the University of North Dakota and have been very instrumental in training teachers to conduct inservice sessions at the local level.

Please consider inviting one administrator or one fellow staff member to attend with you. The goal is to use that individual to assist in local inservices next year.

Remember to clear the time and date with your administrators - hope to see some of them there with you!

Sincerely,

Marcia Hoyt

Marcia Hoyt
LD Coordinator

jb

cc: Administrators

BEST COPY AVAILABLE

Lake Region Special Education Workshop
Harmony House
April 20, 1982
11:00 - 12:00 a.m.
1:00 - 5:00 p.m.

Sequence of Activities For the Workshop

1. Introductions
2. Workshop Overview
3. Distribute the Needs Assessment Instruments and Complete

Lunch

1. Rank the Overall Concerns
2. Rate the Items (Three Ways)
3. Select 5 Items to Address For Change
4. Sign Up in Groups With Common Concerns
5. Force Field Analysis/Who, What, When, Why (Complete One Plan)

Break

6. Event/Agent Responsibility Chart (Complete Second Plan)
7. Complete Last Three Plans
8. Validation of Plans
9. Examine This Process of Conducting Inservice Education

HOW TO GIVE IN-SERVICE WORKSHOPS

EVALUATION

Please respond in narrative to the workshop objectives which stated:

The participants will:

1. Experience the processes involved in conducting one model of needs assessment.

2. On the basis of the needs assessment data, develop 2 responsive and usable inservice plans.

3. Learn to use 2 decision making/planning tools.

4. Analyze the processes and strategies for conducting inservice.

5. Have fun while working hard.

Identification of needs to be incorporated into a possible course for Learning Disability teachers in the Lake Region Special Education Area.

Area:

Instructional activities and/or experiences that should be included in the course:

SECTION VII Effectiveness on Others

During the first year of this project, two national-level articles were written that referred to this project. One appeared on the cover of the "National Rural Projects" newsletter, Center for Innovation and Development, Murray State University, Murray, Kentucky. The other article was written by the editor of the Journal of Learning Disabilities and published in Volume 14, Number 5, May 1981, page 251. Copies of both articles are attached to this report. An article from the Devils Lake Daily Journal is also included.

It is the author's belief that this project also inspired the University of North Dakota to initiate two other field-based projects in specific learning disabilities. During the 80-81 school term, a similar project was started in the Bismarck area. A similar project was also conducted in the Jamestown area for the 81-82 school term. Both projects utilized staff from the University of North Dakota.

Although the primary purpose of this project was to provide services to rural learning disabled children, it also served as a catalyst to the University of North Dakota to consider the implementation of field-based special education programs. Hopefully, this is something that will continue.

At the conclusion of this project, two trainees have been lost to attrition. Both positions, however, have since been filled. At the conclusion of this project, the Lake Region

Special Education will continue to employ both Program Coordinators. One, however, will return to her previous position as an SLD teacher/consultant in the Aneta, Tolna and McVille Schools.

STRATEGIES TO SERVE RURAL LEARNING DISABLED STUDENTS

A four-county rural area of North Dakota, the Devils Lake Special Education Cooperative, has devised a strategy to meet its need for recruiting and training learning disability (LD) teachers in 1979.

Although the cooperative had constructed two group homes and hired personnel certified to work with a variety of handicapping conditions, eight positions for certified LD teachers remained vacant. Recognizing the possibility of enhancing the skills of teachers already comfortably settled in the region, but certified in other areas, the Devils Lake Special Education Board approved an application for Title IV-C funds to provide a training program to certify teachers for LD positions.

Approximately 60 teachers responded to program publicity and attended informational meetings in the spring of 1980. Thirty teachers employed in the Devils Lake region applied for admission to the program.

"The prospective trainees were carefully screened," according to Dr. Boehmer, "to be sure to select persons planning to remain in the locale." Fifteen tutors-in-training were employed. Fourteen of them were already serving local schools, and one person selected was a novice teacher.

The availability of trainees was related to teachers wishing to make classroom changes, seek graduate degrees or obtain LD certification. Anotner variable involved was the closing of some small schools in the area. The Cooperative served 33 schools at the time of the grant application. It now serves 24.

Phase II began in September, 1980. Four days a week the teachers tutor special needs students. Classroom instruction at the University of North Dakota occupies their fifth day.

Dr. Boehmer credits two persons as having contributed significantly to the success of the project: the Dean of the Center for Teaching and Learning at the University of North Dakota; and his colleague, Mike Worner, whom he terms an advocate for special needs students.

The reassignment of teaching responsibilities and the provision of the training program are resulting in a corps of certified LD teachers for the Lake Region Special Education Cooperative of North Dakota.

For additional information, contact Dr. Donald P. Boehmer or Dr. Michael Worner, Project CoDirectors at the Devils Lake Special Education Cooperative, Minnie H. Elementary School, Devils Lake, North Dakota 58301.

Material for this article was obtained by Jean Hudder of the NRP.

NATIONAL RURAL PROJECT
CENTER FOR INNOVATION AND DEVELOPMENT
MURRAY STATE UNIVERSITY
MURRAY, KENTUCKY 42071

BOEHMER, DON
LAKE REG SP ED
MINNIE H ELEM SCH
DEVILS LAKE ND 58301

Non-Profit Org.
U. S. Postage
PAID
Murray, Ky.
Permit No. 248

Is your name and address correct? If not, please notify the NRP.

BEST COPY AVAILABLE

means of increasing their applicant pool. Evidently in special education, as elsewhere, the rich get richer and the poor get poorer.

FORCES AND TRENDS

Why should that be so? That is not easy to say, except by noting that, in general, the LD field seems to be under the influence of a number of different economic determinants, no two of which point in exactly the same direction. Above all else it is easy to appreciate that LD is caught between the opposing forces of PL 94-142 and Proposition 13 fever. From the first there continues to flow a strong mandate to offer more services to more children. From the second, an equally strong demand to reduce costs which have to be passed on to the taxpayer.

For instance, the office of the state director of special education in Florida says that as a direct consequence of PL 94-142: "LD is growing by leaps and bounds!" The Atlanta school system similarly reports that since the federal mandate LD identifications are up a full 90%. Moreover, that kind of increase in the rate of children identified as disabled often leads directly to the creation of more jobs for LD professionals. Thus the director of the Belleville Area Special Education District, in downstate Illinois, notes that formerly many of his member school boards would simply board out those students whose learning problems were so dramatically manifest that they could not be ignored. But now that identifications are rising, in response to PL 94-142, many of those same districts are establishing their own resource rooms, since they now find it cheaper to hire LD staff locally rather than pay the tuition bill for an increasing number of special ed students to go elsewhere for service.

Moreover, even in districts where a basic LD program is already in place, PL 94-142's effects can still be felt in the form of creating more jobs for professionals. Thus Fargo, N.D. reports that while its basic program will not grow much, it will be adding more staff in order to service the city's parochial schools. Similarly, Aberdeen, S.D. says that its one remaining area of special ed expansion will be at the pre-school level, and the Northwest Suburban Special Education District, in the Chicago area, also sees the high schools as a potential area for expansion of services, and thus also of jobs. A second effect of recent federal regulations may be to increase the popularity of LD as a label of choice for handicapped children. Thus in some places the concept of "least restrictive placement" might be translated, in a rough and ready way, into an unstated policy of assigning students to an LD service in preference to some others. Livingston Parish, Louisiana reports that in recent years EMR identifications are down, and LD identifications proportionally up. Similarly, Oklahoma's rate of LD identification is now running at 4%, which leads Evelyn Llewellyn to conjecture that a number of emotionally disabled students must currently be enrolled in a learning disabled program.

Yet while LD's current wave of popularity might be creating more jobs in the short run, ultimately it could have a quite opposite effect. Thus at Mt. Boise, Colorado the special education director observes that the ever escalating rate of identifications has turned the issue of LD into a state-wide debate over the question of just how much special services the taxpayers can be expected to pay for. Indeed, that question seems to be virtually a nation-wide issue these days, and many other districts also anticipate that their community's answer will mean an end to growth for the foreseeable future.

James Carstens, director of the Bi-County Special Education District, headquartered in Morrison, Ill. points out that LD may be vulnerable on an even broader front. He notes that the public is fed up with big government and increasing taxes in general, not just those levied in support of educational programs. "But the schools are visable," he says, "and we're the ones the people can say 'no' to." In consequence, his member districts are getting the message that it would be very rash to expand any special ed programs at this point. In similar fashion, Sarasota, Florida reports that it will be reducing LD programs —and with them, of course, job opportunities—because of budgetary considerations; and Iowa's local districts are presently bracing for a cut of some 4% to 6% in the level of state funding for their LD

Where The Jobs *Aren't*

One curious feature of today's job market is that in places where there are positions available often applicants are lacking and vice-versa. This situation can be frustrating for a young teacher trying to decide between going unemployed or pulling up stakes and relocating to a new and unfamiliar part of the country. But it's also frustrating for administrators who see their district's kids go unserviced for lack of trained personnel, while reading about other parts of the country with teacher surpluses. Recently, Don Boehmer, director of North Dakota's Lake Region Special Education District, devised his own unique way out of that bind. Boeher says that his personnel problems were complicated by a double liability. First, his state has stiff credential requirements; second, his own district is located in a rural part of the state. To meet his young people's needs, Boehmer requires 18 LD teachers. But either his positions would go unfilled, or he would find a qualified person only to lose her to a more urban—often better paying—district only a few years later. "After a while," Boehmer says, "we got tired of playing that game." So he decided to solve his problems with local resources by retraining mainstream teachers. As an incentive, he offered volunteers the inducement of released time from the classroom to do advanced work in special education. Instructors were brought in from a state college, or his own people were provided transportation to get them to on-campus courses. By these means, Boehmer's district has already brought four of its teachers through to a M.A. degree in LD remediation. So now he doesn't have anymore unfilled vacancies. Nor does he anticipate any for the future: his new M.A's are so pleased with the program, Boehmer thinks that he will have no trouble recruiting other teachers to go through it, just as quickly as vacancies open up. From his standpoint, there is also another side benefit to this method of filling his LD slots. Often there can be considerable tension between mainstream and special ed teachers, especially in more isolated communities. But this way, with his LD personnel coming right out of the classroom and the community, Boehmer reports that this kind of friction has virtually vanished from the corridors of his schools.

BEST COPY AVAILABLE

THE STATE OF NORTH DAKOTA
Department of Public Instruction
Dr. Joe Crawford, Superintendent
BISMARCK, NORTH DAKOTA 58505

May 29, 1981

Don Boehmer
Director of Special Education
Lake Region Special Education Unit
Devils Lake, ND 58301

Dear Don:

Congratulations for making it into the Journal of Learning Disabilities, May, 1981, with a description of the field based training program in your area. Your endeavor on behalf of teacher training in general, and this years SLD field based training program in particular, merits this kind of publicity. It's good that the editors recognized that.

Keep on keepin on!

Sincerely yours,

Ida Schmitt
Assistant Director of Special Education

IS:ska

BEST COPY AVAILABLE

Funding Granted For Teachers Of Disabled Students

The Lake Region Special Education Board serving all public and non-public schools in Cavalier, Nelson, Ramsey and Towner Counties was recently notified that they have been awarded a major Title IV-C grant for the funding of the project: "Serving Rural Learning Disabled Student."

The project was developed and submitted by Dr. Donald Boehmer, Director of the Lake Region Special Education Program; Dr. Michael S. Worner, Devils Lake Elementary Coordinator; and Mrs. LuAnn Reinisch, a Devils Lake Learning Disability teacher.

The project was selected and awarded on a competitive basis following a review by the ESEA Title IV State Advisory Council, a team of out-of-State teachers and selected staff from the North Dakota Department of Public Instruction.

The purpose of the project will be to identify and select experienced teachers who desire to enter a one year training program to obtain certification and competencies in the field of learning disabilities. The training program will be offered within the four county area. The program will include two summer sessions of course work and a one year practicum under the direction of a qualified learning disability coordinator. Persons selected for the project will be placed on salary schedule during the one year program and offered a teaching position at the termination of the program.

The training program will utilize both local and University of North Dakota instructors.

The project was funded by the Department of Public Instruction because of the severe shortage of learning disability teachers within the four county area and the State at large. It is anticipated that the system developed and implemented in this area may serve as a delivery model for training and meeting manpower shortages in the area of learning disabilities in other rural areas within the State.

Persons interested in obtaining specific information regarding this project are invited to attend any of the following sessions:

Monday, March 24, 4:30 p.m., Devils Lake - Minnie H Elementary School - Music Room.

Monday, March 24, 7:30 p.m., Lakota Elementary School.

Tuesday, March 25, 4:45 p.m., Munich School - Cafeteria

Tuesday, March 25, 7:30 p.m., Cando Public School - Library.

Thursday, March 27, 7:30 p.m., Langdon Elementary School - Teachers work room.

Lake Region IV-C project trains rural disabilities staff

By DR. DONALD BOEHMER
Dir., Lake Region Special Ed.
Devils Lake

State and federal mandates in the areas of special education have increased the need to provide services to handicapped children. This has produced critical staff shortages in many areas of the state. Most noteworthy is staff for rural areas in the area of specific learning disabilities.

The purpose of our project in the Lake Region Special Education was to initiate a field-based training program in cooperation with the University of North Dakota that would utilize experienced local teachers. Following notification of the grant award for this project, under Title IV-C, five local meetings were held to explain the purpose of the project to local teachers. Applications for positions were received from over 40 teachers. Twelve teachers were hired to work in the project. In addition, the project hired two masters level coordinators to work with project trainees, myself and Dr. Michael Worner.

The training project started with summer school in Devils Lake during the months of June, July and August. Instructors were Dr. Worner, Marcia Hoyt, Mrs. LuAnn Reinisch, Dr. Drew Denton from UND and I.

During the fall and winter quarters, trainees spend one day a week on the campus of UND. Four days a week, trainees work with students in the local school.

The training program will conclude with summer school in Devils Lake during June, July and August of 1981. Project trainees are expected to serve over 150 learning-disabled children in Lake Region area schools. Four other local staff members are also participating in the project.

Future goals include involving staff from other special education programs in the project.

Lake Region's IV-C project was designed to solve critical staff shortages in teaching rural learning disabled children.

BEST COPY AVAILABLE

Special Ed Unit Receives Grant

State School Superintendent, Dr. Joseph C. Crawford announced today that the Lake Region Special Education Unit has been awarded a grant totaling $24,273 for the second year of a project entitled "Serving Rural Learning Disabled Children."

According to Dr. David Lee of the Department of Public Instruction in Bismarck, the grant was awarded under the provisions of Title IV-C of the Elementary and Secondary Education Act (ESEA) administered by the U.S. Department of Education.

The original purpose of the grant was to train 12 experienced teachers in the area of special learning disabilities and at the same time, serve approximately 140 children. Formal course requirements were completed this summer by the trainees on the campus of the University of North Dakota.

Funds in the grant will also be used for inservice training for project participants.

Individuals completing this formal academic training through the project are Lou Aronson, Paulette Haman, Marlys Hoverson, Winifred Borah, Beth Neuman, Teresa Belanus, Wendy Church, Nancy Boehmer, Nancy Borschat, Lois Myers, Yvonne McGauley, Marilyn Worner, and Karlene Warner. Marcia Hoyt and LuAnn Reinisch are project supervisors. Dr. Mike Worner, assistant superintendent of Devils Lake Public Schools and Dr. Don Boehmer, director of Special Education, are the project directors.

Project trainees service children in the school districts of Ramsey, Nelson, Towner, Cavalier and northern Benson counties.

The Department of Public Instruction determines the competitive grant awards based upon criteria established in their agreement with federal education officials.

Please identify one or two areas related to your job that you would like to improve upon. Specify some of the instructional activities and experiences that should be provided to help improve your skills in the area(s) noted. Complete and return at least one of the enclosed forms by July 7, 1981 in the stamped self addressed envelope.

Sample submitted by Mike Worner

Area: I need help in diagnosing and teaching older students, age 10 and above with severe reading problems.

Instructional Activities and Experiences:

-A continuing indepth course must be provided related to this topic so that I can develop some expertise. The course would span several sessions.

-The course must deal with diagnosis and treatment.

-The course should deal with correctional and independent reading materials.

-The course must deal with motivational aspects of helping students with severe reading problems.

-The course must deal with high priority skills that are needed for the students.

-The course must deal with the real needs of some students that we have on our caseload.

Evaluation Objective #4

VISITATION RECORDS FOR 1981-82

Staff Member	*Visits Recorded*
Aronson, Lou	*5*
Belanus, Teresa	*10*
Boehmer, Nancy	*10*
Borah, Winifred	*14*
Broschat, Nancy	*10*
Church, Wendy	*10*
Haman, Paulette	*6*
Hoverson, Marlys	*10*
McGauley, Yvonne	*9*
Myers, Lois	*10*
Neuman, Beth	*7*
Warner, Karlene	*13*
Worner, Marilyn	*12*

TEACHER EVALUATION

Learning Disabilities Consultant

May 24, 1982

This report is a summary of s performance as a Learning Disabilities Consultant at the , , and schools for the 1981-82 school term. Most of this information has been discussed with her after each of my visits to her classrooms. Copies of this report go to Dr. Boehmer and the administrators she serves.

Observations and Recommendations

During my visitations (10) to 's classrooms, I have observed the following:

has six students on her caseload at , four at and five at . These students receive direct instruction in the areas of reading, math, vocabulary and/or fine motor skills.

In addition, had several students on her caseload on a consultation basis. kept a log of contacts with teachers and reports of the progress these students made. Time for teacher consultation was built into 's schedule in each school.

followed due process procedures for all students tested for the Learning Disabilities Program. Parents were involved in the staffings for their children.

used a good variety of instructional materials. She tried different methods and materials to determine which ones worked most effectively for her students. also provided classroom teachers with some instructional materials to use with their special needs students. I have seen organize materials for parents to use to help their children at home.

The instruction I observed was well planned. varies the pace of her instruction in accordance with the attention span of the child. uses her time efficiently.

Educational plans were written for each child in the Learning Disabilities Program. As students progressed, made revisions on some IEPs, with parental approval.

BEST COPY AVAILABLE

Charts were made for educational objectives. charted progress regularly. She did a particularly thorough job on charting math objectives such as learning multiplication tables. Most students on the caseload made satisfactory progress toward their objectives.

Post tests were administered this spring. Test results show good growth in reading and math scores, particularly for students in their second year in the LD Program.

uses a variety of behavior management techniques. She had several students with behavior/emotional problems this year. Some of the techniques I observed using include positive reinforcement, ignoring attention-getting behavior, a point system with a checkbook, and motivational devices such as stickers and posters. These methods were successful. During my visitations, always had good management of her students' behaviors.

The LD files were organized into active and inactive categories. These are kept in the Superintendent's office in each school.

I have only two recommendations for :

1. Keep the yellow copy of the IEP up to date so that the observer can tell which objectives have been accomplished and which objectives are being worked on.
2. Remember to have parents sign the review of progress on the IEP when they come in for conferences.

, has worked well with parents, teachers and administrators. She has good rapport with her students. The LD Program has made gains in acceptance by classroom teachers in its second year. has worked hard to make the LD Program successful in these schools.

Resepctfully,

LuAnn Reinisch

LuAnn Reinisch
SLD Coordinator

jb
cc: Don Boehmer

BEST COPY AVAILABLE

Initials	District	Sex	Grade 81-82	Age 81-82	Concentration: Reading	Math	Other	Type of Service: Direct	Indirect	Combination	Days per week 81-82	Minutes per week 81-82	Sullivan: Pre	Post	Grade Equiv. Pre	Grade Equiv. Post	Guideposts: Pre	Post	Grade Equiv. Pre	Grade Equiv. Post
T.E.	D.L. Central	f	11	17	✓			✓			5	150	189	166	-3	181	-8	82	82	0	85	+3
D.B.		m	11	16	No Services Provided								186	–	–	–	–	–	–	–	–	–
E.E.		m	12	18	✓	✓		✓			5	270	132	185	+53	179	+47	91	95	+4	93	+2
C.H.		f	12	18	Dropped Out								185	–	–	–	–	77	–	–	–	–
L.H.		m	12	17			✓	✓			3	90	173	184	+11	181	+8	85	76	-9	89	+4
T.M.		m	11	17	✓			✓			5	150	175	186	+11	186	+11	87	92	+5	95	+8
A.N.		m	11	17	No Services Provided								180	194	+14	–	–	84	92	+8	–	–
M.O		m	11	18	✓	✓		✓			5	150	160	165	+5	167	+7	72	70	-2	72	0
K.S.		m	12	19		✓		✓			5	150	75	115	+40	140	+65	82	85	+3	82	0
[illegible]		m	12	17	✓			✓			5	150	95	121	+26	116	+21	81	87	+6	78	-3
K.A.	D.L. Sweetwater	m	3	9	✓					✓	5	150	35	52	+17	62	+27	69	68	-1	72	+3
C.C.		m	5	12	No Services Provided								81	–	–	–	–	75	81	+6	–	–
J.C.		m	4	9	Moved								111	164	+53	–	–	73	78	+5	–	–
C.D.		m	5	9	Moved								38	79	+41	–	–	70	72	+2	–	–
M.F.		f	2	8	No Services Provided								47	90	+43	–	–	66	68	+2	–	–
J.K.		m	3	8	No Services Provided								51	77	+26	–	–	58	68	+10	–	–
B.V.		m	3	8	✓					✓	3	90	56	70	+14	108	+52	62	64	+2	70	+8
D.K.	D.L. Minnie H.	m	4	10	✓			✓			5	150	36	40	+4	46	+10	64	69	+5	70	+6
T.S.		m	5	11		✓		✓			5	150	33	44	+11	46	+13	52	74	+22	78	+26
D.G.	D.L. Prairie View	f	7	13	No Services Available								78	132	+54	–	–	34	46	+12	–	–
L.F.		f	2	7	✓					✓	5	150	0	1	+1	32	+32	23	24	+1	27	+4
G.H.		m	5	10	No Services Provided								121	166	+45	–	–	58	70	+12	–	–
J.L.		f	3	9	Moved								34	69	+35	–	–	24	45	+11	–	–

BEST COPY AVAILABLE

Initials	District	Sex	Grade 81-82	Age 81-82	Concentration: Reading	Concentration: Math	Concentration: Other	Type of Service: Direct	Type of Service: Indirect	Type of Service: Combination	Days per week 81-82	Minutes per week 81-82	Sullivan: Pre	Sullivan: Post	Sullivan: Growth	Sullivan: Pre %ile	Sullivan: Post %ile	Guideposts: Pre	Guideposts: Post	Guideposts: Growth	Guideposts: Pre %ile	Guideposts: Post %ile
L.T.		m	4	10		✓				✓	5	150	44	91	+47	119	+75	-	59	-	72	-
C.K.		m	7	14	No Services Available								119	149	+30	-	-	81	90	+9	-	-
K.H.		m	5	12		✓			✓		5	150	96	128	+32	-	-	70	65	-7	75	+5
C.J.	Lakota	f	8	14	✓					✓	5	550	80	84	+4	90	+10	71	80	+9	90	+19
S.K.		f	12	18		✓		✓			5	275	95	75	0	89	-6	78	87	+9	89	+11
T.K.		m	10	16	✓			✓			5	275	96	87	-9	96	0	83	76	-7	82	-1
K.L.		m	8	14	✓					✓	5	550	75	74	-1	88	+13	62	73	+11	75	+13
B.L.		m	10	16	Transferred						—		73	82	+9	-	-	68	70	+2	—	-
P.M.		f	11	18	✓				✓		5	275	95	89	-6	95	0	78	77	-1	83	+5
D.R.		m	10	15	✓	✓	✓	✓			5	1100	48	66	+18	72	+24	60	61	+1	66	+6
G.T.		m	10	14	✓	✓	✓	✓			5	1100	67	72	+5	84	+17	64	68	+4	74	+10
T.F.		m	7	14		✓			✓		5	275	91	94	+3	90	-1	69	69	0	73	+4
C.K.		f	9	14	No Services Provided								97	91	-6	97	0	68	73	+5	74	+6
C.S.		f	9	15		✓		✓			5	275	93	93	0	92	-1	53	70	+17	77	+24
T.K.		m	10	16	✓			✓			5	275	91	91	0	93	+2	68	77	-11	81	-7
S.A.		f	7	13	No Services Provided								67	77	+10	92	+25	57	77	+20	82	+25
C.C.		m	2	10	✓	✓	✓	✓			5	225	24	44	+20	66	+42	31	30	-1	43	+12
S.D.		m	5	11	✓	✓		✓			5	130	79	79	0	94	+15	68	68	0	74	+6
M.H.		f	7	12		✓		✓			5	275	69	82	+13	93	+24	63	74	+11	68	+5
M.L.		f	5	11		✓				✓	4	120	77	82	+5	91	+14	53	69	+16	80	+27
B.T.		m	6	13	✓	✓		✓			5	225	61	72	+11	74	+13	58	63	+5	83	+25
B.T.		f	1	8	✓	✓		✓			5	180	14	37	+23	55	+41	29	31	+2	35	+6
E.H.		f	2	8	No Services Provided								15	36	+21	69	+54	26	34	+8	40	+14

BEST COPY AVAILABLE

Initials	District	Sex	Grade 81-82	Age 81-82	Concentration: Reading	Concentration: Math	Concentration: Other	Type of Service: Direct	Type of Service: Indirect	Type of Service: Combination	Days per week 81-82	Minutes per week 81-82	Sullivan: pre	Sullivan: post	Sullivan: grade pre	Sullivan: grade post	Sullivan: grade gain	Guideposts: pre	Guideposts: post	Guideposts: gain	Guideposts: grade pre	Guideposts: grade post	Guideposts: grade gain
L.A.	Milton	m	12	18		Left		Left hand			—	—	192	191	+1	—	—	77	83	+4	—	—	
L.A.		f	9	17		✓		✓			5	250	165	168	+3	177	+12	63	65	+2	75	+12	
G.D.		m	12	19	No Services Provided								186	186	0	191	+5	87	91	+4	85	-2	
D.J.		m	8	14	✓			✓			5	250	149	164	+15	166	+17	75	80	+5	79	+4	
M.d.		f	10	16	✓			✓			5	250	167	173	+6	178	+11	76	80	+4	71	-5	
R.L.		m	10	16	✓			✓			5	250	151	177	+26	173	+22	70	79	+9	81	+11	
R.L.		m	8	14		✓		✓			5	250	143	168	+25	177	+34	67	79	+12	77	+10	
S.L.		m	Grad	19	No Longer Enrolled								157	163	+6	—	—	71	75	+4	—	—	
N.S.		m	8	15	✓	✓		✓			5	500	136	169	+33	187	+51	67	73	+6	81	+14	
S.S		m	11	16	✓			✓			5	250	188	188	0	183	-5	78	78	0	76	0	
S.T.		m	Grad	18	No Longer Enrolled								188	177	-11	—	—	74	82	+8	—	—	
K.W.		m	Grad	18	No Longer Enrolled								185	190	+5	—	—	82	86	+4	—	—	
J.W.		m	8	16	✓	✓		✓			5	500	119	167	+48	171	+52	64	76	+12	78	+14	
S.W.		f	8	14	Moved						—	—	150	—	—	—	—	61	—	—	—	—	
J.K.		m	11	17	Moved						—	—	—	162	—	—	—	—	75	—	—	—	
P.J.	Osnabrock	m	3	9	✓			✓			5	150	50	65	+15	91	+41	35	46	+11	50	+15	
C.S.		f	6	14	✓			✓			5	150	155	134	-21	161	+6	58	70	+12	65	+7	
K.H.	St. Alphonsus	f	5	10		✓		✓			3	90	157	168	+11	150	-7	49	50	+1	65	+16	
L.H.		f	8	13		✓			✓		—	—	166	169	+3	165	-1	73	75	+2	74	+1	
D.M		m	8	13		✓	✓	✓			5	150	159	178	+19	181	+22	70	76	+6	75	+5	
T.M.		m	9	14	Moved						—	—	175	179	+4	—	—	68	77	+9	—	—	
C.O	111	m	4	10		✓		✓			5	150	48	121	+73	126	+78	38	47	+9	57	+19	
D.P.		m	4	9	✓			✓			5	125	47	101	+54	146	+99	31	47	+16	60	+29	

BEST COPY AVAILABLE

Initials	District	Sex	Grade 81-82	Age - 81-82	Concentration: Reading	Concentration: Math	Concentration: Other	Type of Service: Direct	Type of Service: Indirect	Type of Service: Combination	Days per week 81-82	Minutes per week 81-82	Sullivan: Pre-test grade equiv.	Sullivan: Post-test grade equiv.	Sullivan: Gain	Sullivan: Pre-test %ile	Sullivan: Post-test %ile	Sullivan: Gain	Guidepost: Pre-test %ile	Guidepost: Post-test %ile	Guidepost: Gain	Guidepost: Pre-test grade equiv.	Guidepost: Post-test grade equiv.	Guidepost: Gain
G.W.		m	7	12		Moved					—	—	1.39	1.51	+.12	—	—	—	59	67	+8	—	—	—
B.W.		f	6	12	✓	✓		✓			5	150	1.11	1.41	+.30	1.14	+3		48	66	+18	65	+17	
T.I.		m	9	14		Moved					—	—	—	1.54	—	—	—	—	—	122	—	—	—	—
M.M.	Border Central	m	2	8	✓	✓				✓	2	60	.6	.22	+.16	.35	+.29		23	26	+3	26	+3	
B.F.		m	3	8	✓	✓			✓		2	40	1.18	1.39	+.21	1.42	+.24		28	40	+12	65	+37	
T.C.		f	12	18	No Services Provided								1.82	1.83	+.1	—	—		76	79	+3	—	—	—
T.H.		m	11	17	✓			✓			4	160	1.73	1.90	+.17	1.90	+.17		88	87	-1	87	-1	
J.M.		f	10	16	✓	✓		✓			4	380	1.84	1.87	+.3	1.69	+.5		84	81	-3	83	-1	
C.M.		f	7	13	✓	✓			✓		—	—	.89	1.87	-.1	1.94	+.6		71	78	+7	81	+10	
D.F.		m	10	16	✓			✓			4	180	1.68	1.90	+.22	1.83	+.15		67	87	+2	90	+3	
N.F.		f	12	17	No Services Provided								1.85	1.85	0	—	—		71	88	+17	—	—	—
L.S.		m	3rd.	19	No Services Provided								1.81	1.86	+.7	—	—		52	89	+6	—	—	—
T.Z		m	10	17	✓				✓		—	—	1.78	1.87	+.9	1.88	+.10		78	80	+2	87	+9	
T.S.	Munich	f	1	7	No Services Provided								.15	.51	+.36	.83	+.68		23	28	+5	40	+17	
L.F.		f	6	11	✓	✓		✓			2	30	1.66	1.68	+.2	1.75	+.9		74	79	+5	80	+6	
L.W.		m	2	7					✓		—	—	.24	.64	+.40	.97	+.73		26	33	+7	48	+22	
G.F.		m	10	17			✓	✓			2	60	1.77	1.86	+.9	1.81	+.4		84	84	0	83	-1	
D.H.		f	8	14	✓	✓	✓			✓	4	440	1.86	1.79	-.7	1.86	0		68	77	+9	84	+16	
C.H.		f	9	15		✓		✓			4	220	1.84	1.82	-.2	1.88	+.4		74	77	+3	83	+9	
L.H.		m	9	14	✓	✓		✓			4	440	1.65	1.79	+.14	1.81	+.16		52	72	+20	81	+23	
R.M.		m	10	17	✓				✓		—	—	1.85	1.86	+.1	1.84	-.1		80	78	-2	77	-3	
B.S.		f	9	16	Moved								1.46	1.75	+.29	—	—		75	77	+2	—	—	—
L.S.		f	9	15	✓	✓		✓			4	440	1.89	1.82	-.7	1.85	-.4		65	62	-3	69	+4	

BEST COPY AVAILABLE

Initials	District	Sex	Grade 81-82	Age 81-82	Concentration: Reading	Math	Other	Type of Service: Direct	Indirect	Combination	Days per week 81-82	Minutes per week 81-82	Sullivan: Pre	Post	grade +	Post	grade +	Guideposts: Pre	Post	grade +	Post	grade +
J.T.		m	12	17	✓			✓			4	220	161	188	+27	185	+24	76	79	+3	85	+9
Y.W.		m	8	15	✓	✓				✓	4	440	179	181	+2	186	+7	67	68	+1	74	+7
T.R.		m	9	14	✓			✓			4	220	176	177	+1	183	+7	80	83	+3	84	+4
K.M.	Egeland	m	6	13	✓	✓				✓	5	150	123	153	+30	162	+39	50	70	+20	72	+22
T.L.		m	7	14		Moved					—	—	124	136	+12	—	—	44	52	+8	—	—
E.F.		m	2	8	✓		✓			✓	5	150	25	43	+18	48	+23	20	27	+7	38	+18
B.W.		m	5	11	✓			✓			4	120	69	100	+31	121	+52	45	66	+21	71	+26
T.F.		f	K	7			✓			✓	5	100	3	0	-3	32	+29	0	16	-3	24	+5
B.B.		m	10	17	✓			✓			4	200	171	188	+17	192	+21	75	85	+10	89	+14
J.C.		f	10	16		Moved					—	—	155	174	+19	—	—	—	89	—	—	—
J.J.		m	11	17	✓			✓			5	300	175	187	+12	190	+15	84	89	+5	90	+6
D.W.		m	3rod.	17		Graduated					—	—	189	190	+1	—	—	91	93	+2	—	—
K.P.	Rock Lake	m	9	16	✓	✓		✓			5	200	185	190	+5	193	+8	68	89	+21	89	+21
J.Q.		f	12	19	✓	✓		✓			4	220	191	193	+2	194	+3	85	92	+7	93	+8
T.C.		m	9	15		Moved					—	—	174	179	+5	—	—	-	96	—	—	—
C.G.		m	10	17	✓			✓			4	220	183	187	+4	190	+7	84	90	+6	91	+7
T.B.	Minnewaukan	m	8	14	✓					✓	2	100	178	181	+3	194	+19	78	75	-3	78	0
S.B.		f	9	15	✓	✓					2	90	189	187	-2	190	+1	70	73	+3	72	+2
D.C.		m	9	15		Moved					—	—	143	—	—	—	—	55	—	—	—	—
D.L.		m	6	11	✓		✓			✓	2	90	122	163	+41	183	+61	70	81	+11	77	+7
R.S.		m	9	16	✓	✓				✓	2	90	184	183	-1	189	+5	62	70	+8	72	+10
B.B.	Churches Ferry	m	12	19			✓			✓	3	135	191	189	-2	187	-4	85	83	-2	85	0
D.A.		f	10	16		Moved					—	—	190	193	+3	--	—	79	83	+4	—	—

BEST COPY AVAILABLE

Initials	District	Sex	Grade 81-82	Age 81-82	Concentration: Reading	Math	Other	Type of Service: Direct	Indirect	Combination	Days per week 81-82	Minutes per week 81-82	Sullivan: pre test	post test	grade gain	grade post	grade	Guideposts: pre test	post test	grade gain	grade post	grade
A. T.		m	10	15	No Services Provided								193	195	+2	–	–	67	84	+17	–	–
D. Z.	Crary	m	10	16	No Services Provided								192	—	—	—	—	80	–	–	–	–
B. J.	Unity	m	11	16	No Information Available								181	186	+5	–	–	74	76	+2	–	–
R. L.		f	9	13	No Information Available								171	188	-17	–	–	82	89	+7	–	–
B. F.	Michigan	m	5	11	No Services Provided								115	177	+62	186	+71	64	69	+5	81	+17
J. H.		m	8	15	✓			✓			3	90	154	186	+32	187	+33	77	80	+3	86	+9
L. J.		m	10	15	✓			✓			2	60	137	193	+56	193	+56	79	83	+4	90	+11
G. S.	Aneta	m	5	11	✓			✓			2	60	141	158	+14	178	+34	65	71	+6	79	+14
K. S.		m	7	12			✓	✓			2	60	192	173	+1	197	+5	61	70	+9	80	+19
P. J.	Tolna	m	12	19	✓			✓			5	225	135	171	-36	173	+38	76	87	+11	88	+12
E. H.		m	4	9			✓	✓			3	90	91	157	+66	176	+85	34	53	+19	65	+31
D. M.		m	7	13	No Services Provided								142	175	+33	178	+36	60	79	+19	76	+16
S. M.		m	5	11	✓		✓	✓			3	90	103	138	+35	165	+62	47	55	+8	65	+18
M. F.		m	3	8	✓		✓	✓			3	90	37	124	+87	155	+118	31	42	+11	52	+21
J. B.		m	7	14	No Services Provided								166	144	-22	178	+12	–	83	–	74	-9
C. H.	DeVille	f	6	12	✓			✓			3	90	158	159	+1	193	+35	65	69	+4	76	+11
D. H.		m	4	10	No Services Provided								123	175	+52	190	+67	44	60	+16	63	+19
A. J.		f	5	10	No Services Provided								133	164	+31	189	+56	58	72	+14	77	+19
E. A		m	2	9	✓			✓			3	90	37	155	+118	174	+137	29	56	+27	64	+35
F. B.		m	8	13	No Services Provided								191	194	+3	90	-1	75	86	+11	75	0
B. S.		m	7	12			Moved						136	145	+9	–	–	59	72	+13	–	–
K. S.		m	6	12			Moved						154	176	+22	–	–	70	81	+9	–	–

BEST COPY AVAILABLE

TEACHER EVALUATION

Learning Disabilities Teacher

January 7, 1982

This report is a summary of performance as a Learning Disabilities teacher at the , and schools for the first half of the 1981-82 school term. Most of this information has been discussed with her after each of my visits to her classrooms. Copies of this report go to Dr. Boehmer and the administrators she serves.

Observations and Recommendations

currently has six students on her caseload at , four at and two at These students receive direct instruction in one or more of the following areas: reading, language arts, math, and fine motor skills. In addition, has several students on a consultation basis. This enables her to monitor their progress by regularly conferring with their classroom teachers.

's students are primarily in the elementary grades. Most of them were on her caseload last year. In the cases of newly referred students, followed the due process procedures for placing them in the Learning Disabilities Program or making other recommendations for their educational program needs. Staffings were held with parents, teachers and administrators.

New students on the caseload were given formal tests this fall. Students from the previous year were mostly given criterion-referenced tests.

had her carryover students' IEPs written by the end of the first grading period. At this time all IEPs have been written and typed on due process forms. Most of them have been signed by parents. The IEPs contain accurate present level of functioning statements, appropriate long-range goals and measurable objectives. I included 's consultation IEPs as examples in the IEP book compiled by Lake Region Special Education.

has completed charts for each objective on the IEPs and records progress whenever that objective is studied. Her charting system has become more refined and effective this year.

A variety of methods and materials are used by in instruction. Lessons I have observed have been consistent with the students' IEPs.

implemented behavior management techniques with several students in her classroom. She has also worked with classroom teachers to set up behavior management programs which include other children. The strategies I have observed have been effective.

has provided me with daily schedules for all her schools. In accordance with last spring's recommendation, has scheduled time at each school for parent and teacher consultation, classroom observations and testing.

The LD files in each school are kept in a locked cabinet in the Superintendent's office. These files have been organized into active and inactive categories. White stickers have been filled out on most of the covers. Red stickers are used to indicate active files. The contents of each file have been organized by year.

I have only a few recommendations for at this time:

1. Regularly use parent contact sheets and record of inspection forms.
2. Record the date instruction was initiated, as well as any progress achieved, on the IEPs.
3. Please send a photocopy of your teaching certificate to the Lake Region Special Education office to complete your personnel file.

is well-organized and always prepared for lessons. She has good relationships with her students as well as parents and school personnel. is cooperative about making changes and prompt in contacting me if she has questions or concerns.

Respectfully,

LuAnn Reinisch

LuAnn Reinisch
SLD Coordinator

jb

cc: Dr. Boehmer

BEST COPY AVAILABLE

DICKINSON PUBLIC SCHOOLS

Donovan B. Benzie • Superintendent
202 East Villard • Box 1057 • Dickinson, ND 58601 • 701-225-1550

May 19, 1982

Dr. Donald P. Boehmer, Project Director
Dr. Michael S. Worner, Project Director
Lake Region Special Education
Minnie H. Elementary School
Devils Lake, ND 58301

RE: Project - "Serving Rural Learning Disabled Children"
P.L. 95-561 Title IV-C
July 1, 1981 - June 30, 1982
Second Continuation Grant

Gentlemen:

I am pleased to have been invited again for this second and final year of the above project. I feel it fitting because I can continue on with my knowledge of the project and its intentions, from beginning to its conclusion.

I have come to be fascinated by the 'model' and what I believe it can do, and now report on what I feel it has done. Initially in my report I shall follow last years format for consistency. I refer that report to you or readers dated December 8, 1980. In addition, I developed a subjective instrument for consistency of questions from those contacted in reporting further information. This personal contact survey matches the FY-'82 Objectives #27 - #37 as well as those in FY-'81.

May I formally thank you for the invitation and for your always pleasant hospitality in Devils Lake and the LRSE unit. You and your staff's professional skills, talent, and enthusiasm are always an inspiration and motivation to me. My report follows.

Sincerely,

Gordon L. Paulsen

Gordon L. Paulsen
Project Evaluator

GLP/kp
Enc.

EVALUATION REPORT

Serving Rural Learning Disabled Children

Dr. Donald P. Boehner, PHD., Project Director
Dr. Michael S. Worner, Project Director
Lake Region Special Education
Minnie H. Elementary School
Devils Lake, N.D. 58301

(July 1, 1981 - June 30, 1982; Second Continuation Grant)
Evaluation: May 12, 13, 14, 1982

Gordon L. Paulsen, Assistant Superintendent
Dickinson, N.D. 58601

Gordon L. Paulsen

Signature

Funded By:

P.O. 95-561 Title IV-C Dr. David Lee, State Director
North Dakota Department of Public Instruction
Bismarck, N.D. 58505

END OF YEAR EVALUATION REPORT

Contact Persons: See Exhibit 1 - Summary
Exhibit 2 through 17 - Documentation

Minnewauken

Larry Klundt

Churchs Ferry

Karlene Warner

Bisbee

Marle Thorstad
Wendy Church
Nancy Boehner

Munich

Rus Fletschock
Nancy Broschat

Langdon

Sr. Peggy Bryne
Teresa Belanus

Milton

Gerald Mikkelson
Beth Neuman

Lakota

Neil Davis
Donald Busch
Dennis Winkler
Paulette Haman
Lou Aronson

Devils Lake

Dr. Donald Boehner
Dr. Michael Worner
Marcia Hoyt
LuAnn Reinisch
Ron Bommersbach
Marilyn Worner

Sites visited: Seven plus two at Devils Lake.
Dates: May 12 pm, through May 14 pm, 1982.

- PROCESS OBJECTIVES -

I. FY-81. See original project for objectives #1 - #26 or end-of-year report pages 10 - 14.

1. Each of the above were reviewed and it is noted they were carried out where essential to repeat in the second year.

2. The project files in the Director's office hold confirming documentation. This is convenient and the information is thorough.

II. Financial Activities - FY-81 and 82.

1. Monthly balance sheets are produced by LRSE. See Exhibit 18. Files in the office confirm details.

2. The LRSE, Board President confirms and/or approves PO's and other documents of significance.

3. LRSE Board meetings document approval of financial affairs

II. Financial Activities - FY-81 and 82. (Continued)

4. Curtis Brekke and Co. CPA's Devils Lake, verified by audit on June 30, 1981, LRSE's and this project's appropriateness of expenditures and receipt of revenues.

5. Funds from IV-C, IV-B, Local, and State monies were used cooperatively in this project, but not in a supplanting manner. See also Exhibit 18 and the auditor's report on file in the Director's office.

6. The Project Director accepted this evaluator's recommendation to secure State Title IV-C office approval on line items transfer in FY-81. Documented by such a letter from Dr. David Lee, April 4, 1982.

7. Fiscal affairs are in excellent condition as reviewed by this evaluator.

- PROCESS OBJECTIVES -

FY-82. See continuation of project grant application #27-38.

Objective #27 The director and coordinators did disseminate summer academic information to tutors by May 1, 1980, as documented in the LRSE files.

Objective #28 This goal was met as documented by material shown to the evaluator.

a. There was no attrition of staff and all will return to regular service schools in 1982-83 except one. See Exhibits 2-17.

b. Increased competencies in Distar reading and math has been done by the workshop process.

Objective #29 By June 5, 1981, all summer school academic preparations were completed and operational shown by evidence in the director's office.

Objective #30 All thirteen tutors-in-training received their ND credentials for SLD certifications as documented in their personnel file in the LRSE office

Objective #31 By August 15, 1981, the Project managers planned five instead of three in-service programs, but did not develop modules. See also Objective 3

Objective #32 This evaluator saw the 'needs assessment' form used, individual respons and a summary to prioritize needed skills and in-service requests. See form, Exhibit 19.

Objective #33 The project staff and trainees did screen and evaluate students as documented by student files. The results will be in the director's end-of-project report on performance objectives.

a. Students were pre-tested in the fall of 1980.

b. Above students were re-tested in the spring of 1981.

BEST COPY AVAILABLE

c. Above students were again re-tested in the spring of 1982.

d. The above provides a sampling of some 75 plus original project students for data.

e. Students new in 1981-82 are not included in project validation data, but are pre-post tested, as part of the regular program services.

f. It should be noted in Exhibits 2-17 of this evaluator's instrument that students were improved adequately to function without support help in many instances, according to administrators and teachers.

Objective #34 Contracts of agreement, files of activities, and individual in-service evaluations are on file for each of the five in-service workshops held.

Titles were:
a. "Exceptional Learner in the Regular Classroom"
b. "Parent Involvement in Special Education"
c. "Utilization fo Distar Reading and Corrective Reading Programs"
d. "Analysis of Behavior"
e. "In-Service on In-Service"

Objective #35 Job descriptions for trainees are on file in the LD coordinators' file.

Objective #36 See Objective #33. This will be included in the director's final report. This evaluator did observe a student being post-tested at Milton where school will end next week.

Objective #37 There is no reason but to assume all reports will be completed. Evidence available on May 14, indicates it is well on the way to conclusion. The FY '81 time table was ahead of schedule.

SUMMARY

Comments and Impact

I. The project has been replicated twice by UND for regional educators' in the Bismarck and Jamestown areas. Other funding sources are being drawn upon.

II. The project director, coordinator, and tutors-in-training are completing a detail cognitive skills assessment for job performance as part of their Master's thesis. This compares traditionally trained personnel with the LRSE model. See Exhibit 2 It is this evaluator's opinion it will have wide utilization by traditional progra to assure quality training. This will be completed June 30, 1982. See Exhibit 2

III. The subjective evaluation reported here leaves no question in this project's case that tutors' and administrators' alike agree the "hands-on" and practical aspects of this model is superior to the traditional campus approach.

125 BEST COPY AVAILABLE

IV. The project has shown by innovation and planning, shortages of staff needs in critical areas can be met.

V. Children can be given statistically measurable acceptable services during the time tutors are broadening their professional teaching skills if properly observed and structured in their functions.

VI. Higher Education (University of North Dakota) can cooperatively work with local agencies to meet unique needs if they desire such.

VII. "Serving Rural Learning Disabled Children" has again become another example of the success of Title IV-C to answer a unique problem and establish a model for others to use at a reasonable cost.

- FUTURE AND OTHER CONSIDERATIONS -

1. Should the director of this project consider using this model to solve some apparent unsolvable recruitment needs for speech pathologists?'

2. Might this model in a modified form be used to develop an LD-aide to extend the time of present LD staff to more children and to alleviate the burdensome and costly travel time in sparsely settled rural areas?

3. Might some of the tutor-in-training skills be formalized in such a way to train individuals or parents in working with their own handicapped child?

4. Could some of the workshops presented in the project (or others) be set into some type of format for regular teachers to attend?

5. Has thought been given to development of short and sequenced workshops for regular teachers to be conducted by building level LD staff?

6. The exceptionally tight screening process for entry into the project may merit examination for entry into teaching as in a profession.

EXHIBIT J

PROJECT EVALUATION WORKSHEET - SUMMARY

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 12,13,14, 1982 NAME OF SCHOOL: Lake Region Special Education

CONTACT PERSON(s): Nine Tutors-in-Training

Nine Administrators

1. Was your school involved the first year of the project? If so, relate any change: Do you know of staff attrition?

Admin.: a) All nine in program from start.
b) No attrition. One of 13 leaving position at conclusion.
c) Tight screening affected no attrition.

Staff: Not asked.

1. Why did you choose to become involved in the project?

Staff: a) Academic challenge.
b) Financially attractive.
c) Desire to return to school; but couldn't leave home environment.
d) Some experiences with "special" children and wanted to learn more in coping with them.

Admin.: Not asked.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

Admin.: a) Unanimously agree; solved at least for a few years. Later staff may become available for replacement.
b) Keep model available for future.

Staff: Not asked.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

Staff: a) Remain with project. One with exception would remain in area, not school.
b) Most would like to try out skills of LD in classroom later.

Admin.: Not asked.

EXHIBIT L

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

Admin.: a) Totally agree system was fair and exceptionally well done.
b) No change recommended.

Staff: a) Very fair. No favoritism.
b) Extremely rigerous and stressful.
c) Felt good after being chosen.
d) Would not change.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

Admin.: a) Project trained equal or superior.
b) Administrators less apt to firmly judge this question as staff.

Staff: a) Staff absolutely firm in the superior quality of project training vs traditional.
b) Almost total agreement on extreme demands of academics and work at the same time. Rigerous.
c) The total "hands-on", Deweyism approach was complemented, and basic reason for advantage.

5. Has the project put special burdens on you, your school, other? Recommendations?

Admin.: a) No burden.
b) Less burden because it relieved educational children and parent problems.
c) Administrators recognized a little inconvenience in year one with a four day teacher, but could see no way to change.

Staff: a) Universally agreed the project training was very burdensome. Heavy demands.
b) Expectations of burden were anticipated and would not recommend changing.
c) Believed pressing the demands into the first year were probably better than spreading.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

Admin.: a) Only in one school did there appear to be special acceptance in favor of project staff versus hiring a traditional graduate.
b) Difference of staff acceptance appears to be one of staff personalit

Staff: a) Question inappropriate for staff except heresay in one school.
b) All staff viewed themself as truly accepted.
c) Generally the second year has seen more openness and a seeking out of LD teachers by others.

EXHIBIT I

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Admin.: a) 100% approval as to administration and supervision.
b) Administrators in several cases "pulled forms" to prove point of visitations and observations.
c) Exceptional compliments given to director for his drive and organizational skills.

Staff: a) Tutors had absolute and complete admiration for both skills and followup by Marcia Hoyt and LuAnn Reinisch.
b) To alleviate pressures on coordinators some more use of the telephone might be helpful.

8. What do you feel the project has done for IEP development and quality?

Admin.: a) Wide range of skills apparent here on the administrators recognition of answering the question.
b) Administrators comfortable with the IEP and their use by LD staff.

Staff: a) All staff appeared comfortable and confident.
b) Detailed writing of the IEP remains somewhat a burden, but less so.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Admin.: a) Solved current problems.
b) Not much thought had been given to the question asked.
c) They felt the funding model had been a basic necessity; but on a lesser scale they would consider some more local investment on a lesser but similar model.
d) Not many ideas were expressed about other areas than a concern for needing speech pathologists.

Staff: Not asked.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

Staff: a) Tremendous financial incentive.
b) Opportunity to remain at home and carry out roles that can't be left to get an education.
c) To gain as practical a type of academic program as possible.

Admin.: Not asked.

10. Finally, rate the merits of the project to your school.

Admin.: a) One to ten rate a 10, very high.
b) Solved an educational and staff need.
c) Will have long lasting benefits.

Staff: Not asked.

EXHIBIT 1

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

Staff: a) Total agreement of high rating.
b) Teachers could see retaining model in case of future shortages.
c) Teachers recognized transferability to other areas and would like to see it used.

Admin.: Not asked.

11. Other comments.

Staff: a) Need for more in-service. (One exception concerned for 'overskill')
b) Several staff expressed satisfaction for being in project.
c) Apparently some concern for 'burn-out' of LD staff exists. Travel, advocacy, etc. part of cause.

Admin.: a) Director deserves credit.
b) "A beautiful way to get people."
c) Teacher priorities moving more to elementary.
d) Children are being released from services.
e) Need in-service for <u>all</u> staff.

EXHIBIT 2

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 8:15 am NAME OF SCHOOL: Churchs Ferry

CONTACT PERSON(s): Warner, Karlene - Tutor

1. Why did you choose to become involved in the project?
   Chance for personal and academic gain. Working with small and all age groups. Had been in Title I.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

   Plans to remain.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

   Rigerous but fair. Strong on relating personality to job.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

   Better than typical. Related on-job-needs to skills. The pre-summer very well put together.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

   At times heavy, but really what was needed and about to be expected. No special treatment given.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Slow to be accepted, because teachers didn't know what the program could do. Acceptance growing steadily.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Very effective. LD coordinator very helpful in program advice and direction.

8. What do you feel the project has done to enable you to develop an effective IEP?

Comfortable, especially in second year.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

a) *Could remain with family, not disrupt.*
b) *Monetary plus to participants.*
c) *On-the-job relating skills to training.*

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

Excellent project. Continue as job needs warrant in this and other areas.

11. Other comments.

Would like to see program extended to other academic "needs" areas.

EXHIBIT 3

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 9:15am NAME OF SCHOOL: Minnewauken

CONTACT PERSON(s): Klundt, Larry - Superintendent

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

   School was in first year. Change was that staff was able to work with students more in second year.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

   Yes. Probably the answer to getting staff.

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

   Administrators were given chance to participate in selection, but didn't. Good selections were made.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

   Mrs. Warner does a good job. Interested in children. Mr. Klundt feels training equally as good. Selection process was important.

5. Has the project put special burdens on you, your school, other? Recommendations

   Administration would like to be involved more in student selection.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

No difference.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

No problem. Well monitored by coordinator. Very detailed reports.

8. What do you feel the project has done for IEP development and quality?

Good job. Evaluations for Tutor-in-training related to IEP.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Project continuation would depend on availability of staff. Might be difficult to fund if costs weren't paid by IV-C. Model could be used in any area.

10. Finally, rate the merits of the project to your school.

Overall, without the project there probably would have been no LD services.

11. Other comments.

Teacher priority seems to be moving more to elementary. Project made school administrators and staff more aware of needs of children and that something can be done.

EXHIBIT 4

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 10:40am NAME OF SCHOOL: Bisbee

CONTACT PERSON(s): Thorstad, Marle - Superintendent

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

   In from inception. No staff changes.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

   Not in Bisbee administration long enough to respond.

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

   Based on overall experiences the system must be well done. Reflects the usual efficiency of LRSE as a whole.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

   Believes the staff in the project are well prepared.

5. Has the project put special burdens on you, your school, other? Recommendation

   Not a burden; but have involved the school.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

Excellent staff relationships. There may be a plus in local relationships between on-job-trained persons vs outsiders. Attends faculty meetings and feel themself a part of school.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Very effective monitoring and evaluation of staff. Example: Six evaluations on Wendy and four on Nancy since start of year. Very thorough.

8. What do you feel the project has done for IEP development and quality?

Satisfied. Objectives appear to be clear and measurable.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Project has met initial goals of providing staff. Continuation should depend on availability of staff.

10. Finally, rate the merits of the project to your school.

Excellent. Superintendent hopes funds can be available to retain staff.

11. Other comments.

Mr. Thorstad stresses need for continued in-service and for all staff.

EXHIBIT 5

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 11:10am NAME OF SCHOOL: Bisbee-Egland

CONTACT PERSON(s): Church, Wendy - Tutor

Boehmer, Nancy - Tutor

1. Why did you choose to become involved in the project?
   a) One was special education teacher and would improve skills.
   b) One looking for different field and experience. Also a way to seek ways to help problem children.
   c) Could remain at home and get trained.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

   One will stay. The other may eventually want to go back and try skills in classroom.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

   One was automatically accepted as a special education teacher. The whole process was fair and valid but difficult.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

   Staff got more feeling of a practical use. Hands-on very valuable. Could get answers as problems arose.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

   Very stiff, but expected it to be difficult.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Most teachers receptive to teachers and service. There were a few exceptions but to program not tutors.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Very helpful. There when needed. Coordinator got to schools often. Suggestions were helpful.

8. What do you feel the project has done to enable you to develop an effective IEP?

This second year with help and experienced staff feel very comfortable. IEP - LD Handbook is a very helpful guide.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

Probably would not have gotten the training in any other way. Practicality also not available in other ways.

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

Very favorable. The continuation of the project in the future would depend on future staff shortages in this or other areas.

11. Other comments.

Would like to see training workshops and in-service continue.

EXHIBIT 6-
4-6

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 12:00 NAME OF SCHOOL: Munich

CONTACT PERSON(s): Fletschock, Russ - Superintendent

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

   Current staff person resigned; to Munich. In project entire period.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

   Definitely helped. No traditionally trained people available.

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

   The local principal was involved and thought the process very valuable. Very satisfied especially in terms of student placement. Exchange of going to UND together resulted in sharing of knowledge.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

   About the same, certainly equal.

5. Has the project put special burdens on you, your school, other? Recommendation

   Some scheduling difficulties for one day -- but to get staff would have been impossible otherwise.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

A beginning MA - LD staff would have had a more difficult time to inaugurate activities.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Special has in general done a fine job of supervision.

8. What do you feel the project has done for IEP development and quality?

The administration felt the IEP had understandable meaning now.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Need for finding staff will determine continuation. The district would probably help with additional funding if necessary to get teachers.

10. Finally, rate the merits of the project to your school.

A definite plus to the school. It has removed many pressures from the staff and school because children with problems got help. The parents can relate to their child's problem, not just "blame" it on something.

11. Other comments.

Children have been released from special programs because a learning gap was closed. Regular teachers need more involvement in in-service, not only special.

EXHIBIT J

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 12:00 NAME OF SCHOOL: Munich

CONTACT PERSON(s): Broschat, Nancy - Tutor

1. Why did you choose to become involved in the project?

   Nancy had worked one year in a resource room so the project became an extension.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

   Tutor plans to stay in the same field but not at Munich, for personal reasons.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

   Staff in this case automatic; but feeling was it was well done especially the interview process. It let staff know expectations.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

   Best experience is the 'doing' -- reinforces the classroom lessons, not only case histories.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

   Difficult but expected.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Well received. Staff has been open.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Very adequate supervision and willing to answer questions. Don and Mike taught very effectively!

8. What do you feel the project has done to enable you to develop an effective IEP?

Awkard the first year. Now very comfortable. The criteria is now there and follow-up is much easier to evaluate.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

Involvement of the 13 together showed success, failure, and knowledge. The LRSE unit has provided information not available in college setting.

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

Would rate project high. The reading and behavior areas were much broader than expected.

11. Other comments.

One can relate coursework to use. UND could provide more feedback or interaction with classes. Curriculum excellent.

EXHIBIT 8

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 — Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 2:00pm NAME OF SCHOOL: St. Alphonsus

CONTACT PERSON(s): Belanus, Teresa - Tutor

1. Why did you choose to become involved in the project?

   A way to expand on special education background from EMR certification. Another employment opportunity.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

   Yes, has signed in Langdon.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

   Not an original choice, was an alternate. Process OK, "I guess". Very involved.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

   Liked the idea for on the job training. Practical. Chance to encounter problems and seek answers.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

   Fair, but demanding. As expected. Hardest part was classwork plus classes.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Well accepted. Teachers seek help at both Osnabrock and St. Alphonsus.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Very open. If supervisors have something to tell they do it. Had six observations and two evaluations, but more last year. Many other visits. Telephone contacts might help broaden contacts, because supervisor is difficult to reach.

8. What do you feel the project has done to enable you to develop an effective IEP?

Practice and practice before doing an actual child IEP. Good training.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

The opportunity to get certified on-the-job instead of going to the campus. Would not have done otherwise.

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

A need for more adequate staff to help children who are unserved.

11. Other comments.

Glad to have done it. In-service has been very valuable. Teacher wants information on how to renew LD credential in 1983.

EXHIBIT 9
576

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 2:30pm NAME OF SCHOOL: St. Alphonsus

CONTACT PERSON(s): Sr. Peggy Byrne - Elementary Principal

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

   Involved from start of project. No attrition, chose one of St. Alphonsus' staff for project.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

   Definitely Yes..

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

   Very excellent process. Likes the keeping of communication open.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

   Professionally she has got an excellent background. The teacher had to 'struggle' with the writing but has achieved success.

5. Has the project put special burdens on you, your school, other? Recommendations

   None. It has been a benefit.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

Can't compare.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Excellent supervision.
LRSE administrators have been super to work with.

8. What do you feel the project has done for IEP development and quality?

Provides a second security from Basic Skills to pin-point and define a child's needs. Well written, perscriptive.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Adequate for present; but should continue for replacements and better training for all teachers.

10. Finally, rate the merits of the project to your school.

"On 0 to 10 -- give it a 10."

11. Other comments.

Recommend that LD teachers do a building level in-service with all staff.
Set up a short "aide-training" program to help LD Teacher extend services.

EXHIBIT 10

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 3:15pm NAME OF SCHOOL: Milton

CONTACT PERSON(s): Mikkelson, Gerald - Superintendent

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

   Involved two years. No staff change in LD.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

   Little chance of getting people without this type of program.

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

   Good way to do it. Wouldn't change.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

   No good way to compare; but very satisfied with teacher skills.

5. Has the project put special burdens on you, your school, other? Recommendations?

   None, except in the first year when tutor was in school only four days.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

Good relationship with staff. Probably little difference.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Marsha has really been around often and is helpful.

8. What do you feel the project has done for IEP development and quality?

None to compare with, but well done.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

LD probably not needed for a time. Perhpas a "speech model" would help that area.

10. Finally, rate the merits of the project to your school.

"Very good and helped us out of a tough spot."

11. Other comments.

Keep revising 'model' to suit needs.

EXHIBIT 11

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 13, 1982 3:40 pm NAME OF SCHOOL: Milton

CONTACT PERSON(s): Neuman, Beth - Tutor

1. Why did you choose to become involved in the project?

   Had background in deaf education, so there was some familiarity; but basically it was a new challenge.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

   Yes, for a time. Perhaps sometime will return to English and LD combination.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

   Freightening and frustrating; but fair and assured good selections. Choice experienced teachers.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

   This program more rigerous while trying to teach at the same time. Very relevant to needs.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

   "More difficult than I thought." Difficult to meet demands.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Very good. The experience of having been a teacher was valuable and helped communication process.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Very pleased. Marsha is always available and supportive.

8. What do you feel the project has done to enable you to develop an effective IEP?

Especially useful in sequencing skills. Adequately explained what was needed in advance of writing IEP.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

The in-depth on-job-experience could be used immediately. "Not textbook stuff." Getting paid while learning.

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

Retain the 'model' for future use if needed again. The choice of person selection was good. The information learned could be transferred to regular classroom method. Perhaps other models might be feasible.

11. Other comments.

Change some sequence of courses - move reading to first summer. Maybe would need five day week summer. Part of problem may have been a high school teacher problem. Behavior management would be useful sooner.

EXHIBIT 12

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: *May 14, 1982 8:14am* NAME OF SCHOOL: *Lakota Elementary*

CONTACT PERSON(s): *Haman, Paulette - Tutor*

1. Why did you choose to become involved in the project?

   After graduating in 1979 regular openings were few and substituting acquainted Paulette with the project. She applied, accepted, and was permanent to the area. To attend school for further training would have been difficult by any other means.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

   Plan to stay on as an LD resource person.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

   Very lengthy, many questions, rigerous, but good.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

   Very useful. Much more hands-on, practical, not only theory. Stressful. Condensed. Very well done. Actually had to do. Going to school and working was neat -- applied actual cases to situation.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

   Some more demanding than expected, but not too much to be efficient at the job.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Comfortable. Accepted. Lakota is very accepting of total program and especially Mr. Dordis.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Supervisor is spread 'thin' but always available. Six or seven short observations and two extended visits.

If further projects are set up of similar nature really stress the exact detail and expectations. Really one can't emphasise the demands too much.

8. What do you feel the project has done to enable you to develop an effective IEP?

It has provided the skills needed to prepare an IEP. When done they are useful if sequenced properly. A plan is really basic to teaching. Easier to do as time goes on.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

Definitely, the on-the-job experience. The financial reward wouldn't be likely. The off-campus site courses at Devils Lake were convenient.

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?.

The program has met area short and somewhat long term needs. Plan may need to be revised later. It has been a valuable service.

11. Other comments.

The heavy commuting for many staff is difficult and turnover can be expected. In some schools 'conflict' of advocacy for service to children exists. This is part of cause for 'burn out' of special staff.

EXHIBIT 13

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 14, 1982 8:45am NAME OF SCHOOL: Lakota Elementary

CONTACT PERSON(s): Dardis, Neil - Elementary Principal

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

   Yes, in project from start. No attrition for a time.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

   Absolutely, may not have gotten anyone according to past experience.

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

   Properly publicized and very thorough and well done. Many to choose from.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

   Staff well prepared. First year had some minor problems, largely due to overwork; but especially practical.

5. Has the project put special burdens on you, your school, other? Recommendations

   Did opposite if anything. Obviously consumed some time.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

Neutral. Personality is main factor.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Excellent. Staff out to assist whenever wanted. Very cooperative. Monitored frequently.

8. What do you feel the project has done for IEP development and quality?

Mixed emotion on IEP. Need changing frequently. Great improvement made in contents, brevity, and to the point.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Served need for now. Many need to reviewed here or somewhere. Useful model. Would speech be an appropriate choice?

10. Finally, rate the merits of the project to your school.

Worked out very good. Much credit is due to the director who demands much out of stuff. Marsha Hoyt is an extremely able coordinator. Very successful. The key has been super administration by LRSE.

11. Other comments.

EXHIBIT 14

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 14, 1982 9:20am NAME OF SCHOOL: Lakota High School

CONTACT PERSON(s): Busch, Donald - Superintendent

Winkler, Dennis - Principal

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

Involved since start. No attrition. Mrs. Aronson will return.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

Very little likelihood of getting staff without the project.

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

Very thorough and well done. Necessary for a strenuous job.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

Positive. Right up there.

5. Has the project put special burdens on you, your school, other? Recommendations

No. The one day of attending school in the first year may be one; but, really the burden was on the teacher.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

Can't respond to differences. Locally the tutors and staff get on very well.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Monitoring well done. Well critiqued.

8. What do you feel the project has done for IEP development and quality?

Easy to understand. Well done.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Satisfactory for now. No other areas as of now.

10. Finally, rate the merits of the project to your school.

The local project would be rated high.

11. Other comments.

EXHIBIT 15

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 14, 1982 9:50am NAME OF SCHOOL: Lakota High School

CONTACT PERSON(s): Aronson, Lou

1. Why did you choose to become involved in the project?

As an Arizona secondary math teacher the teacher became interested in LD students mainstreamed in class. The project became "chance of a lifetime". Great financial help.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

Will remain for sometime. Will sometime want to go back into the classroom to gain "perspective" and eventually return to LD.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

Very good process. It was a stressful thing, but probably the only way to do it. Liked the administrative involvement; but perhaps, too many administrators for any one candidate.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

The immediacy of application was what was really liked. Immediate accessability of students and teachers at the same time extremely valuable.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

Unfairly demanding but now glad it was done in one year. Not sure how to change.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Very pleased. Regular teachers seek help for students and refer them. Tutor expects alternate methods of teaching before referral.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Lou doubts anything could be done better than it was.

8. What do you feel the project has done to enable you to develop an effective IEP?

Teacher feels very comfortable with IEP's. Fun to do. Problem had been with level of functioning, no sequencing.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

Pursue education from a personal point-of-view. Being a housewife and the money. Gave the best opportunity to broaden academic knowledge in general.

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

As an individual the teacher has had adequate training. Expressed some concern about repetition of in-service for a year or two. "Overskill"

11. Other comments.

EXHIBIT 16

PROJECT EVALUATION WORKSHEET - STAFF

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 14, 1982 11:00am NAME OF SCHOOL: Devils Lake - Prairie View Elem.

CONTACT PERSON(s): Worner, Marilyn - Tutor

1. Why did you choose to become involved in the project?

   Wanted to return to education. Enter a new field of need. Financial incentive for a field short of staff.

2. Do you plan to remain as an LD resource person, return to a class, or other? Explain.

   Plans to remain at present.

3. React to the selection process of a tutor-in-training? Was it valid, fair? How would you change, if at all?

   Very good and very thorough. Fair. Had a list of criteria. Challenge.

4. Relate the training through the project as compared to your typical experience on campus-coursework, professor or trainer skills, depth of instruction, etc.

   Extraordinarily good. It was meaningful because it could be applied at once. Much better than theory and much later application.

5. Do you feel training demands were too minimal or unfairly demanding about what you expected? Explain.

   Very "huge", "big" demands. Would I have known I would not have done it. Glad now. Burdensome.

6. What do you feel your relationship has been with other special education and regular teachers in your school as a tutor-in-training?

Initially in this school there hadn't been LD and ones that were, were intineranc. Distrust was the first year pattern. The second year was one of trust and overwhelmed with requests.

7. Do you feel the project directors and trainers have effectively and adequately monitored the tutor-in-training process as far as you are concerned? Recommendations.

Fantastic supervision. Received special strong support in the first year when it was needed.

8. What do you feel the project has done to enable you to develop an effective IEP?

Didn't even know what an IEP was. Learned the process well, though it is a lot of work.

9. What special opportunities did this model of training offer in your opinion that would be difficult to do in any other way?

On-the-job experience is the significant difference.

10. Finally, rate the merits of the project to you as a teacher? Do you see future need for continuation for LD or in other areas?

May explore speech as an area. Maybe a phased program, if staff can't be hired.

11. Other comments.

EXHIBIT 17

PROJECT EVALUATION WORKSHEET - ADMINISTRATION

"Serving Rural Learning Disabled Children"

Title IV-C Fiscal Year 1982 -- Boehner/Worner, Director
End-of-Year Project Evaluation -- Gordon L. Paulsen, Evaluator

DATE: May 14, 1982 11:40am NAME OF SCHOOL: Devils Lake-Prairie View Elem.

CONTACT PERSON(s): Bommersbach, Ron - Elementary Principal

1. Was your school involved the first year of the project? If so, relate any changes. Do you know of staff attrition?

   Involved from the start. No staff attrition. Functions more smoothly in second year.

2. Has the project solved or greatly assisted in the obtaining of LRSE personnel?

   Definitely. None available in recent years.

3. How do you evaluate the recruitment and selection process of tutor-in-training? Recommendations for change if any would be?

   Very well done and was part of the process.

4. How do you view the quality of training for staff received through project staff vs regularly trained personnel?

   Seemed to be complete and adequate.

5. Has the project put special burdens on you, your school, other? Recommendations

   The burden was on the tutor, not the school. The one day in first year created schedule change, but of no concern.

6. Do you note any difference in special education staff relationships with regular teachers by project staff vs outside trained and hired staff?

Big difference because local tutor-in-training was trusted to start with.

7. Do you feel the project directors and trainers have effectively and adequately monitored the entire tutor-in-training process?

Whole design, implementation, and follow-up very extensive.

8. What do you feel the project has done for IEP development and quality?

Quality definitely there. Administrator was previously familiar. Total LRSE IEP consistant.

9. What do you view as the continued need for carrying on the project? Could it be done without outside funding? Could other areas be served by the model?

Served a current need but future vacancies may demand a need for a limited number on a special arrangement.

10. Finally, rate the merits of the project to your school.

One of the best projects we have had in our system. This will have more long lasting effects then others.

11. Other comments.

"A beautiful way to get some good people."
"Directors deserve much credit."

EXHIBIT 18

LAKE REGION SPECIAL EDUCATION
Interim Balance Sheet
April 30, 1982

Cash		$ 87,578.86
Investment		$197,251.00
Estimate Revenue	$1,187,752.55	
Revenue to Date	$ 773,866.38	
Unrealized Revenue		$413,886.17
TOTAL ASSETS		$698,716.03

LIABILITIES FUND BALANCE

Payroll Deductions		$ 4,476.49
Appropriations	$1,239,064.88	
Expenditures to Date	$ 643,983.20	
Unexpenditures Balance		$595,081.68
TOTAL LIABILITIES		$599,558.17
FUND BALANCE		$ 99,157.86
TOTAL LIABILITIES & FUND BALANCE		$698,716.03

BEST COPY AVAILABLE